

Linking the Past and Present Through Video Technology

Maria Venier
mvenier@aol.com
Ditmas JHS IS62
700 Cortelyou Road
Brooklyn, NY 11218
(718) 941-5450

For more information, contact:
Teachers Network
Impact II Program
Attn: Peter Paul
285 West Broadway
New York, NY 10013
(212) 966-5582
Fax: (212) 941-1787
ppaul@teachersnetwork.org
www.teachersnetwork.org



Table of Contents

Program

Outline3-5

- Target Student Age/Level*
- Major Goals*
- Timeline*
- Types of Assessments Used*

Lesson

Plans6-14

- I. The Life and Times of William Shakespeare*
 - ?? *Who Is Shakespeare*
 - ?? *The Elizabethan Stage*
 - ?? *The Renaissance Era*
- II. The Play: "A Midsummer Night's Dream"*
 - ?? *Introduction*
 - ?? *Characters*
 - ?? *Acts and Scenes*
- III. Production*
 - ?? *Pre-Production*
 - ?? *Production*
 - ?? *Post-Production*

Sample Worksheets

(Reproducible).....15-16

Resource

List.....17-18

- Books/Magazines*
- Internet Resources/Materials*
- Software*

Equipment

- Virtual Field Trips*
- Speakers*

Bibliography.....18

Student Work

Samples.....19



Program Outline

Target Student Age/Level:

This program was implemented with students in the sixth, seventh, and eighth grade, but can be also used at high-school level. Students should be involved in the planning process. With the teacher's guidance, they can make the 'big decisions' such as assigning jobs behind the scenes and in front of the camera. They should work in groups throughout the reading and production of the play. At times they should work individually.

Major Goals:

As a teacher, my main goal was to finish the day knowing that my students had learned valuable skills they could utilize in the "real world." So many of my students can be passive learners. They sit and copy notes without a problem, but when put in a real-life situation they often don't have the basic skills to evaluate, troubleshoot, and solve problems.

With this program my students picked up numerous skills. Sometimes they didn't even notice what they were learning until it was pointed out. Afterwards, they would make a connection and usually responded by saying "Aha!"

Technology in the classroom motivates students. They would rather create PowerPoint or Inspiration presentations than take notes. They prefer to videotape and act out a play rather than listen to me read it aloud.

Times are changing. Future educators must turn away from the old "pencil and paper" technique of teaching. We, as educators, need to understand that students are much more receptive to technology.

My major goal was to instill one skill a day in my students. Besides simple skills such as planning and troubleshooting, they attained more sophisticated technological skills such as digital editing. My students could think strategically and design, build, and create a finished video of "A Midsummer Night's Dream." This left both teacher and students greatly satisfied.



September	Computer Lab rules Overview of PowerPoint, Inspiration and Filamentality Who Is Shakespeare?
October	The Elizabethan Stage Filamentality Workshop Introduction to “A Midsummer Night’s Dream”
November	The Renaissance Read and analyze “A Midsummer Night’s Dream” Assign groups to create a PowerPoint document Create an Inspiration outline
December	Continue read and analyze “A Midsummer Night’s Dream” Assign character roles and production positions Presentations of PowerPoint and Inspiration assignments
January	Continue read and analyze “A Midsummer Night’s Dream” Learning camera, lighting, and sound basics Digital Editing overview Closer look at Imovie2 Rehearsals begins
February	Pre-production begins Edit script and storyboard More rehearsals Production begins
March	Shoot selected scenes Edit using IMovie2
April	Shoot scenes Post-production begins using video log Edit using IMovie2
May	Edit Include graphics Create video cover
June	View final product Send final piece to BCAT

Timeline



Types of Assessments Used:

I assessed my students' work mostly through observation. I used a checklist and anecdotal records in order to document and remember how much they have progressed. I also used performance assessment. With a rubric, a student clearly understands what is needed to attain a specific goal. It also allows students to evaluate their own work. Provided below is a rubric that is given to my students before their multimedia presentation.

4 Excellent	3 Good	2 Can do better	1 Need Improvement
Worked cooperatively with everyone in the group. No problems.	Worked cooperatively most of the time. Had a problem that was solved among students.	Worked cooperatively. Had a problem that had to be worked out with the teacher.	Sometimes worked cooperatively but had major problems that had to be resolved by the teacher.
Storyboard and several additional materials used.	Storyboard and one additional material used.	Storyboard did not include any additional material.	One or more required materials missing from storyboard.
Used time well during class periods. No reminders from the teacher.	Used time well during most of the class periods. No reminders from the teacher.	Used time well but was reminded once or twice to stay focused.	Used time poorly in spite of several reminders to stay focused.
Storyboard is easy to read. All elements are clearly written, labeled, and drawn.	Storyboard is easy to read. Most elements are clearly written, labeled, and drawn.	Storyboard is hard to read. Drawings and labels were rough.	Storyboard is hard to read and unorganized.



Lesson Plans:

This project is broken up into three parts: The Life and Times of William Shakespeare, Understanding the Play “A Midsummer Night’s Dream”, and Production.

The Life and Times of William Shakespeare:
Who Is Shakespeare?

Objective: Students will research and create their own multimedia presentation on William Shakespeare.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, and writing

Time Required: One month

Advanced Preparation:

- ✍️Teacher should prepare questions on Filamentality.
- ✍️Teacher should find the links to the answers on Filamentality.
- ✍️Teacher should set up the computer lab before students arrive.

Materials Required: Computer lab, Internet accesses, PowerPoint software, Inspiration software, digital projector, laptop, printer, and floppy disks.

Vocabulary: A Prediction sentence sheet is used. The words are based on the life of Shakespeare.

Procedures:

- ✍️Students are briefed on William Shakespeare.
- ✍️Students are introduced to Filamentality.
- ✍️Students are introduced to PowerPoint and Inspiration.
- ✍️Students and teacher review research.
- ✍️Students work together in creating their multimedia presentation.
- ✍️Students present their work to the class using the projector and laptop.

Activities:

- ✍️Students are placed in groups of two to three.
- ✍️Students explore hands on Filamentality.
- ✍️Students surf the Internet guided by Filamentality.
- ✍️Students are allowed to print and evaluate the research that was gathered.
- ✍️Students use their information to produce a multimedia slideshow or graph.
- ✍️Finally, students present their work.

Homework: Work on PowerPoint project.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



The Life and Times of William Shakespeare **The Elizabethan Stage**

Objective: Students research and take a virtual tour of the Elizabethan stage. Students take their research and build a small version of the Globe Theater.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, and perceiving

Time required: Two to three weeks

Advance Preparation:

- ✂✂Teacher prepares questions on Filamentality.
- ✂✂Teacher finds the links to the answers on Filamentality.
- ✂✂Teacher bookmarks link to virtual field trip.
- ✂✂Teacher sets up the computer lab before the students arrive.
- ✂✂Teacher should have extra art supplies.
- ✂✂Teacher provides students with pictures of the Globe Theater.

Materials Required: Computer lab, Internet accesses, printer, shoeboxes, construction paper, markers, glue, and pictures of the Globe Theater

Vocabulary: Using a projector, project Word Splash activity on the wall. Words should be based on research regarding the Elizabethan Stage.

Procedures:

- ✂✂Students research information on the Elizabethan Stage.
- ✂✂Students find a picture of the Globe Theater.
- ✂✂Students and teacher review what was found over the Internet.
- ✂✂Students then have the opportunity to create a small version of the Globe Theater out of shoeboxes.
- ✂✂Teacher points out the special features needed in their project, such as trap doors that represent hell and canopies that represent heaven.

Activities:

- ✂✂Students work together to take the information they have gathered and build their own Globe Theater.
- ✂✂They construct the theater using art supplies and then add the distinct features of the Globe.
- ✂✂Finally, they present their work to the class.

Homework: Work on finishing project.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



The Life and Times of William Shakespeare

The Renaissance Era

Objective: Through a virtual field trip, students will see firsthand the historical events that shaped the Renaissance Era. At the end of this project, they will plan and organize their very own Renaissance party.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing

Time Required: Two to three weeks

Advanced Preparation:

- ✍️Teacher sets up computer lab before students arrive.
- ✍️Teacher should have the link to the Web page book marked.
- ✍️Paper should be available in the printer.
- ✍️Teacher prepares guided reading questions on the Renaissance.

Materials Required: Computers, Internet access, floppy disks, printer, music, renaissance customs, paper cups, plates, and utensils

Vocabulary: Based on prior research, create a Word Splash on the Renaissance.

Procedures:

- ✍️Teacher allows the students to take a virtual tour of the Renaissance Era.
- ✍️Students are allowed to print up material that is useful to plan the Renaissance party.
- ✍️Students are asked guided questions on the Renaissance.
- ✍️Students then take their research and apply it to a Renaissance party that they plan and organize.
- ✍️Teacher asks students to present the information they found on clothing, food, music, sports, and the overall culture of the Renaissance.

Activities:

- ✍️Virtual field trip
- ✍️Renaissance party

Homework: Based on your research, prepare something for the Renaissance party.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



The Play: “A Midsummer Night’s Dream”
Introduction

Objective: Students will critically analyze an overview of each act of “A Midsummer Night’s Dream.” Through different activities they will call upon a number of perception and prediction skills in order to comprehend the play.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing

Time Required: Two to three weeks

Advanced Preparation:

- ✍️✍️Copies of pages 10-15 of “A Midsummer Night’s Dream” must be available to students.
- ✍️✍️Prepare guided reading questions.
- ✍️✍️Prepare Anticipation guides.
- ✍️✍️Prepare Word Splash.
- ✍️✍️Prepare prediction sentence sheet.
- ✍️✍️Have digital projector ready and available.

Materials Required: Copies, digital projector, large paper, markers, and prediction tree

Vocabulary: Create a Word Splash based on “A Midsummer Night’s Dream.”

Procedures:

- ✍️✍️Teacher gives out an overview one act at a time.
- ✍️✍️After each act, students predict what will happen next.
- ✍️✍️They place their prediction on a prediction tree and provide evidence from the text.
- ✍️✍️Teacher hands out the following acts.
- ✍️✍️Repeat procedure to the end of the overview.
- ✍️✍️At the end, students present their prediction trees.

Activities:

- ✍️✍️Students work in groups.
- ✍️✍️They color, draw, and write out their predictions.
- ✍️✍️Students present work.

Homework: Find proof in the text that supports your prediction.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



The Play: “A Midsummer Night’s Dream”
Characters

Objective: Based on the text of “A Midsummer Night’s Dream,” students will picture what the characters look like and what their personalities are like.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing

Time Required: One to two weeks.

Advanced Preparation:

- ✂✂Have an edited video version of “A Midsummer Night’s Dream.”
- ✂✂Be prepared to point out clues in the text that describe the characters.
- ✂✂Ask each student to bring in a journal.

Materials Required: Art supplies such as large paper, markers, glue, and yarn

Procedures:

- Teacher assigns a character to each of two to three students.
- Students take contexts clues and sketch out a drawing of the character.
- Teacher hands out art supplies.
- Students work on “missing” or “wanted” posters.
- Students use description for their posters based on text.

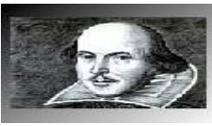
Activities:

- ✂✂Drawing characters.
- ✂✂Journal entries in character form.
- ✂✂Present and display finished work.

Homework:

- Work on journals.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



The Play: “A Midsummer Night’s Dream”
Acts and Scenes

Objective: Students will begin to read, analyze, and evaluate the play. They sometimes use role-playing activities to visualize the scenes. They also use the video of “A Midsummer Night’s Dream” as a visual aid.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing.

Time Required: On average, a week per act.

Advanced Preparation:

- ✍✍Copies of act
- ✍✍Some props
- ✍✍Video should be edited by acts or scenes

Materials Required: Copies of script, props, and video of “A Midsummer Night’s Dream”

Vocabulary: Make up many Word Splash sheets based on each act. Prediction sentences can also be used.

Procedures:

- ✍✍Students are asked to review a Word Splash before reading the act.
- ✍✍Students read aloud, role-play, and watch video clips of the play for better comprehension.
- ✍✍Teacher hands out writing prompts at the end of each act.
- ✍✍Students can work in groups to answer the prompts.
- ✍✍Teacher assigns individual essay assignment based on writing prompt.
- ✍✍Students should use examples from the text to support writing assignment.

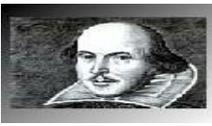
Activities:

- ✍✍Role playing
- ✍✍Watching video
- ✍✍Word Splash to increase vocabulary
- ✍✍Prediction sentences

Homework:

Work on writing assignments

Evaluation/Assessment: Ongoing anecdotal recordings, checklists and rubrics are used to assess performance.



Production

Pre-Production

Objective: Students will storyboard, edit script, plan camera shots, and assigns specific production jobs.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, and writing

Time Required: Three to four weeks

Advanced Preparation:

- ✂✂ Make copies of storyboard sheet.
- ✂✂ Make copies of scripts.
- ✂✂ Make copies of edit logs.
- ✂✂ Make copies of shot list.

Materials Required: Logs, markers, camera, videocassettes, take board, chalk, scenery, props, and costumes.

Procedures:

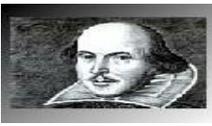
- ✂✂ Teacher and students assign specific production jobs.
- ✂✂ Teacher asks the art team and director to start storyboarding scenes.
- ✂✂ Students should finish storyboarding at least two scenes per class. Unfinished work is done as homework.
- ✂✂ After storyboarding is done, director and camera operator work on a shot list of scenes.
- ✂✂ After a shot list is done, the art crew should be working on scenery.
- ✂✂ Sound person should have an ongoing sound effect list that will be used in post-production.
- ✂✂ Students who are characters in the play should index their parts, view video, and rehearse lines.
- ✂✂ Students go through rehearsals of all the above components.

Activities:

- ✂✂ Artists work on scenery and story boarding.
- ✂✂ Sound person works on pre-produced sounds and or sounds that have to be produced and recorded.
- ✂✂ Actors work on lines.
- ✂✂ Producers piece all aspects together.

Homework: If you don't reach the deadline by end of period, you must take work home.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



Production

Production

Objective: Students will gather raw footage to produce a finished video of “A Midsummer Night’s Dream.”

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing.

Time required: 5 weeks

Advanced Preparation:

- ✍✍ Make sure students know what their duties are.
- ✍✍ Job description sheets should be given out and posted around the room.
- ✍✍ Scenery and props should be done at this point.
- ✍✍ Costumes and makeup must be ready for scenes.
- ✍✍ Teacher must be confident that students have prior technological knowledge to get the job done and to meet the deadlines.

Materials Required: Camera, take board, chalk, videocassettes, markers, projector, and computer for teleprompting, logs, walkie-talkies, lighting equipment, sound equipment, costumes, props, and bullhorn.

Procedures:

- ✍✍ Students should be ready at this point to piece together all components of production.
- ✍✍ Students start to videotape and meet the deadline of one act per class.
- ✍✍ Teacher always guides and tries to help make camera angles match storyboard.
- ✍✍ Students should set up mikes, lighting, cameras, props, scenery costumes and makeup for production.

Activities:

- ✍✍ Videotaping
- ✍✍ Producing, directing, and acting
- ✍✍ Sound recording
- ✍✍ Scenery, props, and costumes changing

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.



Production

Post-Production

Objective: Students will use digital editing software (Imovie2) to edit a smooth, consistent video of the play “A Midsummer Night’s Dream.” After post-production is completed, the tape will be sent to Brooklyn Cable Access Television to be aired.

Skills: Analyzing, categorizing, communicating, evaluating, planning, investigating, reading, presenting, speaking, summarizing, teamwork, writing, appraising, perceiving, and synthesizing.

Time required: 2-3 weeks

Advanced Preparation:

- ✍✍Teacher has taught Imovie2 to the class and editing crew.
- ✍✍Students have worked on edit log and script for reference.
- ✍✍Students submit permission release form for video to be sent to BCAT.
- ✍✍Copies of all logs and storyboards must be available to editing crew.

Materials Required: MAC G4 with Imovie2, VCR, Digital Media Converter, A/V Cables, and Monitors

Procedures:

- ✍✍Students take raw footage, view it, and note where they will edit and add graphics and sound effects.
- ✍✍Students view tapes and add digital effect and titles labeling acts and scenes.
- ✍✍Students view the final edit.
- ✍✍Students create a video cover.
- ✍✍Teacher mails out video to BCAT.

Activities:

- ✍✍Production of video using digital video software; produce a cover for video.

Evaluation/Assessment: Ongoing anecdotal recordings, checklists, and rubrics are used to assess performance.

Word Splash

Adieu

Entreat

Baubles

Inconstant

Bewitched

Transpose

Vexation

Lamentable

Prediction Sentences

How now, Fairy!

I serve the Fairy queen

Stolen from an Indian

Knaveish sprite

Frightens young maidens

Merry wonderer

I jest with Oberon

Down she topples

But beware, fairy

that he were gone!



Resource List

Books:

Burns, Bonnie. How to Teach Balanced Reading & Writing, Illinois: Skylight, 1999.

Although technology is important in this project, the main goal should be to make students better readers and writers. This book provides ideas and techniques to reach that goal.

Chirinian, Alan. A Midsummer Night's Dream: Shakespeare in the Classroom, CA: Good Apple, 1997.

This version of "A Midsummer Night's Dream" is great to use for a video production.

Doucette, Martin. Digital Video for Dummies. New York: IDG BooksWorldwide Inc., 1999.

This book provides production reproducible for use in video editing.

Internet Resources: and Materials:

www.web-assist.com/tvbook.html

This site provides abundant information on video production in the classroom.

www.kn.pacbell.com/wired/fil/

Filamentality is an interactive site that guides students through specific topics. This turns the resources over the Web into a fun learning activity.

www.pblchecklist.4teachers.org/view.php3?id=17688

This site allows teachers to create checklists for project based learning activities such as multimedia projects.

www.rubistar.4teachers.org/view_rubric.php3?id=49641

This site allows teachers to create rubrics for project-based learning activities.

www.tomsnyder.com This site has detailed walkthroughs on PowerPoint, Inspiration, and more educational multimedia software.

www.protools.com This site allows you to download free digital sound editing software.



Equipment:

www.globalcomputers.com

Global Computer Supplies is a company that provides digital editing equipment.

www.markertek.com

Markertek is another company that sells digital equipment.

www.allmobilevideo.com

All Mobile is another company that sells broadcasting equipment.

www.bhphotovideo.com

B+H is another store that sells digital equipment.

BCAT

Brooklyn Cable Access will broadcast any schools work. Call the programming department at 718-935-1122.

Virtual Field Trips

www.field-guides.com Virtual Shakespearean field trip.

www.dreamscape.com/frankvad/museums.interest.html

This site provides virtual trips on many topics.

Speakers

Cathy Lemmon -- former actress.

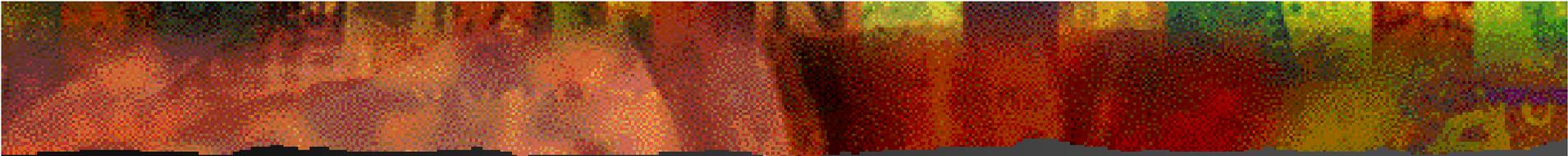
Martin Spinielli-- TV/Radio Production Professor at Brooklyn College.

Bibliography

Burns, Bonnie. How to Teach Balanced Reading & Writing, Illinois: Skylight, 1999.

Chirinian, Alan. A Midsummer Night's Dream: Shakespeare in The Classroom, CA: Good Apple, 1997.

Doucette, Martin. Digital Video for Dummies. New York: IDG BooksWorldwide Inc., 1999.



Shakespeare

By Kareem Williams
&
Sandy Truong

The Life and Times of William Shakespeare



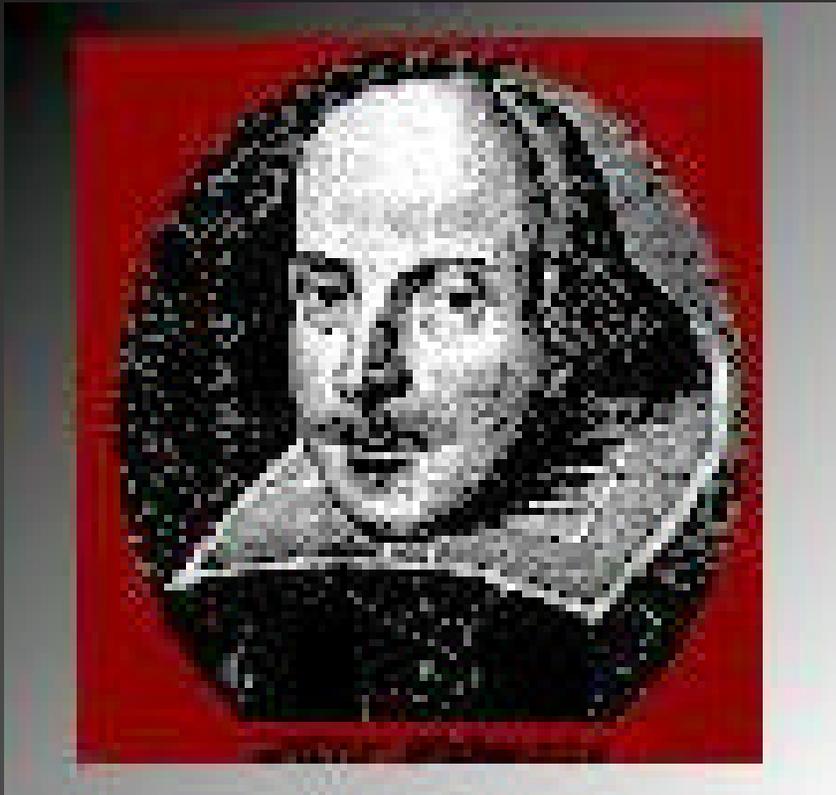
Who is Shakespeare?

- ✍ Shakespeare was born on April 23, 1564.
- ✍ He was born in England, Stratford-upon Avon.
- ✍ John was his father. He was a glove maker
- ✍ Mary Arden was his mother.
- ✍ William Shakespeare married Anne Hathaway in 1582
- ✍ When Shakespeare was 28 he moved to London to become an actor.
- ✍ Elizabeth the I was in power at the time.

Theaters

- ✍ In the 1590's the plague in London led to closing all theaters.
 - ✍ In 1594 Shakespeare starts an acting company called Lord Chamberlain's Men.
 - ✍ They also opened their own theater called the Globe.
 - ✍ The rich and the poor all went to the theater to be entertained.
 - ✍ The Globe Theater burned down in 1613 during the performance of Henry VIII.
-

1616



- ✍ Shakespeare died.
He was 52.
 - ✍ He died on his
birthday April 23,
1616.
 - ✍ No one knows what
he died from.
-

Shakespeare's work

- ✍ 37 plays
 - ✍ 154 sonnets
 - ✍ 2 narrative poems
 - ✍ He wrote about history, comedy and tragedies.
-



Thank You

Ms. Venier & 6-216