

# Module 6.2

## How Using Diverse Media and Formats Can Ignite Student Learning

*Pages 187–209*

*Estimated Time: 1 Hour*



### Prior to Meeting

- Have participants read pages 187 to 209, beginning at the section titled “Preparing for Reading and Writing: Interpreting Material in Diverse Formats.”
- Ask participants to focus on a student similar to Maleka, the senior introduced on page 202. This student may exhibit one or more of the following characteristics:
  - Popularity combined with academic disengagement
  - A lack of real effort or concern about failing
  - A lack of concern that he or she is approaching a “last-chance” situation

### Materials You Need for This Module

- PowerPoint slides for Chapter 6, Module 2
- Copies of **Handout 6.1**

### Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk to a partner:
  - When presenting, are your students familiar with the “limitations of various technological tools?” What are these limitations?

## Segment Two: Gathering Information Online (Approximately 20 Minutes)

1. Have participants reread the four questions Mr. Keith wishes students to answer that are found on page 191. Then project **PowerPoint Slide 4**, which contains one of the standards mentioned at the bottom of page 191.
2. Distribute **Handout 6.1** to participants. Give participants a moment to read this page.
3. Tell participants to imagine that a student wishes to use several quotes from this page in a class presentation and subsequent essay. Then have participants turn and share responses to the following two questions:
  - How would you answer Mr. Keith's four questions regarding this page of information?
  - Based on the standard above, what response would a ninth grade student give who wished to use information from this page in an essay or presentation?
4. Ask for volunteers to share with the group. If participants do not note the following about the webpage, do so yourself:
  - The page has no stated author or date
  - No sources of information are identified
  - The URL does not provide useful information that allows a user to determine the accuracy of the information
  - The font, design, and layout of the page may contribute to the impression that the page was created by an amateur
  - The chart is of dubious value and accuracy
5. Ask for volunteers from the group to comment on these questions:
  - Why is it important to teach students how to evaluate material found on the web?
  - What are some ways to help students learn that not all material found online is equally useful?

## Segment Three: Presenting Information Found Online (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5**. Tell participants that this slide was created by a student as part of a report on the start of the Great Depression. Ask for a volunteer to read the information on the slide aloud.
2. Have participants work in pairs. Ask them how they might reorganize the slide to support better presentation of this material. What information would they leave and what would they take out?
3. Show participants **PowerPoint Slides 6 and 7**. For each, ask for responses to the following questions:
  - What are the strengths of this slide compared to the original?
  - What are the limitations of this slide compared to the original?
4. Project **PowerPoint Slide 8**. This slide contains Anchor Standard No. 5 for Speaking and Listening. Ask for a volunteer to read the standard aloud.

5. Ask for responses to these questions:
  - Is it enough to show students a variety of slide examples and expect their presentations to improve? If not, what other tools or activities do students need to improve their use of digital material in presentations?
  - Why is this standard important? Is it likely to help students on standardized tests? If not, should we still teach to it? Why or why not?

#### **Segment Four: Digital Research in the Classroom (Approximately 5 Minutes)**

1. Project **PowerPoint Slide 9**.
2. Tell participants that their assignment before the next session is to lead students through an evaluation of an online source. They might choose to use a page on Wikipedia and lead their own students through a discussion of its reliability and usefulness, as well as how they might present the information on that page to an audience.

#### **Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)**

1. Project **PowerPoint Slide 10** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 6.1 **A Webpage Used in a Student Report on Mark Twain****All About Mark Twain AKA Samuel Clemens**

Born: 1835

Died: 1910

Great works: *The Adventures of Tom Sawyer*; *The Adventures of Huckleberry Finn*; *Pudd'nhead Wilson*; *Life on the Mississippi*; *The Prince and the Pauper*; "The Celebrated Jumping Frog of Calaveras County;" *A Connecticut Yankee in King Arthur's Court*

Life: Mark Twain, born Samuel Clemens, was a genius of American writing. His novels and essays depict life in nineteenth century America with humor, grittiness, and an unflinching drive to reflect true American culture. From his birth in Florida to his time on the Mississippi, Twain gathered snippets of life and depicted them through satire with great cleverness. Though he did earn money from his writing, he also had a number of business failures. Twain's distinct voice is the voice of America and his writing will live on.

*"Don't go around saying the world owes you a living. The world owes you nothing. It was here first."*

—Mark Twain

*"He refused to lie down. . . . He was a life force, a forward moving life force, a powerful life force. . . . He wasn't a quitter."*

—Hal Holbrook about Mark Twain

Amazon Sales Ranking, 2013			
<i>Huckleberry Finn</i> , Mark Twain	<i>Pride and Prejudice</i> , Jane Austen	<i>Heart of Darkness</i> , Joseph Conrad	<i>Great Expectations</i> , Charles Dickens
156	466	294	1439

[www.gened.-tennessee.mark\\_twain\\_report.com](http://www.gened.-tennessee.mark_twain_report.com)

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