

# ELA Program of Studies 10-12

## Representing

**Prepared for the Alberta Regional Consortia**

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## REPRESENTING

The revised program of studies integrates these six language arts as specific outcome statements organized under five general outcomes. The revised language arts program includes six language arts:

Reading

Writing

Listening

Speaking

Viewing

Representing

Representing “enables students to communicate their ideas through a variety of media including

- charts,
- posters,
- diagrams,
- photographs,
- video productions,
- visual art, drama
- and mime.

“Representing, however, extends beyond the visual.

For example, representations may have an oral component.

A speaker’s tone of voice can convey, or represent, his or her feelings and attitudes.

Music and sound effects that are selected to accompany

- a dramatic monologue,
- a dialogue or
- a readers theatre presentation

may be representational in that they set a mood and convey an atmosphere.

“Representing is also manifested in print.

Tables and figures that accompany informative texts may suggest

- spatial relationships,
- time sequences and
- relationships between and among concepts and ideas.

Posters and other examples of promotional print texts typically employ design principles, such as alignment and repetition, to represent relationships and to create emphases.” [p. 4 April 2000 Pilot Draft]

Representing provides 'double vision' on or about a text, or might be thought of as RE presenting one text in a different text.

Gardner's work on intelligences suggests that a student first use her/his strongest intelligence to understand a text before working on a teacher assigned task in the required text. Thus, if students are having difficulty with a poem, having them draw it, as many poems are loaded with images, will likely help them comprehend it and then move onto the higher order thinking skills.

Or having students draft a timeline for a piece of text which uses a non-linear plot structure will help them understand the sequence of the events. Oral reading of text, especially with attention to intonation and pacing demonstrates meaning. These are process oriented and might not be used as a final product but as a learning strategy for comprehending text.

[Gardner's seven Intelligences are Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal.]

### **ACTIVITY ONE**

Think of a well-rounded character from any type of grade ten text.

[Have participants brainstorm characters for a few seconds; write characters on overhead, chart paper, chalkboard, etc.]

Choose one character.

List the items that character's wallet/purse might contain.

Based on the text and context evaluate your list and choose the items you think the character would have. Be prepared to support your choices based on the text and context.

Compare your choices with someone who did the same character.

Metacognitive activity

List the skills and strategies you employed to complete the activity.

Why did you make the choices you did?

What S.O.'s does this activity address?

What G.O.'s does this activity address?

What are the positive, negative, and interesting aspects of this task?

### **ACTIVITY TWO**

**[Think Pair Square Share]**

If this were an assignment for students

- What factors should be assessed?
- Why should those factors be assessed?

On chart paper or transparency write the square's ideas

Compare your group's professional ideas to the relevant material[s] cited below.

Report to large group

## Assessment Materials Available in Alberta Learning Approved Resources

- Gage            *Crossroads 10 Teacher's Guide*  
Visual Representing/Media Rubric, pages 407-408
- Harcourt Brace & Company Canada    *Mass Media and Popular Culture, Version 2 Resource Binder*  
Evaluation Masters  
    #2 "Oral Presentations," page 123  
    #3 "Roleplays/Simulations," page 124  
    #4 "Video Productions," page 125
- Nelson            *Literature & Media 10 Western Canada Teacher's Guide*  
Student Self-Evaluation Checklist  
    # 4 "Media Creation," page 242  
Assessment Rubrics  
    # 6 "Dramatization," page 256  
    #17 "Producing Media," page 267  
    #19 "Representing," page 269
- Prentice Hall Canada    *Sightlines 10 Teacher Guide Western Edition*  
Generic Assessment Masters  
    #19 Debate: Evaluation  
    #22 Representing: Observation Checklist  
    #23 Creating a Collage: Observation Checklist  
    #24 Role Play: Observation Checklist  
    #25 Representing: Peer or Self-Assessment
- Specific Assessment Rubrics  
    #5 Analysing Design Elements in Newspapers  
    #8 Conducting an Interview  
    #12 Panel Discussion  
    #14 Designing a Web Site

<http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm>

<http://www.odyssey.on.ca/~elaine.coxon/Reporting/assessment2.htm>

<http://www.aac.ab.ca/perform.html>

<http://www.galileo.org>      click on Strathmore School

## Helping Students

Many teachers would like to help students improve their representing communication skills. Jason Ohler not only cites reasons for including art or representing as literacy because it is a major medium for communication today but also points to the areas that students will need help.

...the Web, as well as much of what we experience through our computers, requires students to think and communicate as designers and artists. The age of art has arrived, leaving behind the text-centric world that has guided us for so long. The language of art has become the next literacy—the fourth R. ...we need to move quickly to prepare students to be literate in the world that they are inheriting and rapidly shaping. In the digital age, art skills are not just good for the soul, but they provide, in the words of Elliot Eisner (1988), “access to cultural capital,” and ultimately, access to employment.

I had an amazing experience a few years ago that helped me fully appreciate art’s new importance in education. I was watching a 10<sup>th</sup> grader struggle at his computer to create a multimedia presentation for his language-arts project. He wasn’t struggling with the technology—like any info-age kid, he could click around the screen with considerable ease. It was the aesthetics that seemed insurmountable. As I watched him clumsily cramming together scads of video clips, graphics, sounds, buttons, and a few words, it suddenly hit me like a ton of bits: He was trying to create art, and no one had shown him how. In the process of fumbling with the medium, he was losing his sense of what he wanted to communicate in the first place. (Ohler)

## Items to help students

Listed below are resources approved by Alberta Learning which will provide students [and teachers] with information about developing various representing genre.

- |      |  |
|------|--|
| Gage | <i>Crossroads 10</i><br>“To Build a Fire: Bringing a Short Story to the Big Screen,”<br>pages 148-152<br>“Web Tips: The Equation,” pages 164-165 |
| Gage | <i>Crossroads 10 Teacher’s Guide</i><br>Assessment and Evaluation<br>“Follow-up Visual Representing/Media Strategies,” pages<br>437-441          |

Novel Study Masters

#5 "Character Web," page 499

Black Line Masters

#10 "How to Prepare a Debate," page 136

#12 "How to Write a TV Show Script," page 147

#15 "Film Terminology," page 168

Harcourt Brace & Company Canada      *Mass Media and Popular Culture,*  
*Version 2 Resource Binder*

Student Handouts

#4 "The Pitch: Questions You Can Ask About Any Ad,"  
page 83

#11 "Copyright Protection," pages 91-93

#12 "Netiquette: A Guide to the Internet," pages 94-95

#14 "Surveys," page 98

#15 "Interviews," page 99

#17 "Reviews," pages 101-103

#19 "A Guide to Deconstructing a Visual," pages 105-106

#20 "Techniques and Technical Terms for Film and  
Television," pages 107-110

#21 "A Guide to Filming and Videotaping," pages 111-113

#22 "Scripts," pages 114-115

#23 "Storyboarding," pages 116-117

Evaluation Masters

"Tips to Teachers for Media Projects," pages 119-121

Prentice Hall Canada      *Resourcelines 9/10*

Chapter 5 "Representing" pages 235-280

*Sightlines 10 Teacher Guide Western Edition*

Workshop Masters

#7 Comparison: Venn Diagram

#10 Decorative Letters and Borders

#13 Interviewing

#15a & b Creating Comics and Cartoons

#17a & b Taking Photographs

#20a & b Designing Picture Books

#21a & b Creating a Sculpture

#25a & b Designing Book Covers

#30a & b Creating a Puppet Play

#31 Graphic Organizers: Problem-Solution

#35 Graphic Organizers: Sequence

#36a & b Creating a Diorama

Student Activity Masters

#4 Character Map

#8 Planning a Video Script

## ACTIVITY THREE

### Thinking Skills and Representing

Most of the senior high Program of Studies requires higher order thinking skills [HOTS] from students; that is levels 4 to 6 in Bloom's. Higher order thinking skills can be achieved both by literary analysis essays and representing. In order to produce a quality representation of a text the student has to use the same analysis, synthesis and evaluation skills and learning strategies required for an essay.

<b>Bloom's Level</b>	<b>Skill</b>	<b>Learning Strategy</b>
1) knowledge	recall	
2) comprehension	summarize	
3) application	personal response	parallels to own life
4) analysis	critical response	'out from' the selection
5) synthesis	creative response	'into' the selection
6) evaluation	judging, decision-making	selecting relevant aspects

### Individually, or in pairs, or triads

- Design a representing activity which demands HOTS for any type of Grade 10 text you teach.
- Create or select rubrics from the Assessment Materials List to assess the activity.
- Identify which HOTS the activity requires.
- Identify which Gardner's Intelligence[s] students would be using.
- Identify which S.O.'s your activity addresses.

### Goal

Use your representing activity with students and discuss the pros, cons, and interesting aspects of the activity with the others who developed it with you.

## Some Representing Activities

### 3 Dimensional

Artifact  
Collection of samples  
Costume  
Diorama  
Game  
Mask  
Mobile of key ideas & details  
Model  
Pop-up book  
Puzzle  
Sculpture

### 2 Dimensional

Blueprint  
Brochure  
Cartoon  
Character chart/map  
Chart  
Collage  
Comic strip  
Diagram  
Display  
Graph  
Graphic organizer  
Mural  
Photo-essay  
Picture drawn  
Picture painted  
Poster  
Scrapbook  
Scroll  
Sequence cyclical  
Sequence linear  
Storyboard  
Surface map  
Table  
Timeline

### Audio Visual

Choral speech  
Create an audience experience  
Debate  
Demonstration  
Discussion group  
Dramatization of a process  
Dramatization of an event  
Interactive bulletin board  
Interview  
Interview simulation  
Jingle  
Lecture  
Music—create soundtrack  
Musical accompaniment  
Music composition  
Oral report  
Play  
Power point presentation  
Puppet show  
Reader's theatre  
Rock opera  
Role play  
Scenario  
Seminar  
Simulation  
Skit  
Slide show  
Slogan  
Song  
Talk show  
Telephone interview  
Web page  
Web site

### Movement

Charade  
Movement dance  
Pantomime  
Tableau

## Works Cited

- Andersen, N., Barry, J., et al. (2001). *Literature & Media 10 Western Canada Teacher's Guide*. Scarborough: Nelson Thomson Learning.
- Andersen, N, & Pungente, J.J. (1997). *Scanning Television, Videos for Media Literacy in Class*. Toronto: Harcourt Brace Canada.
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- Duncan, B., D'Ippolito, J., et al. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace Canada.
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- Hunter, J., Siamon, J., et al (2000). *Crossroads 10 Teacher's Guide Western Curriculum Edition*. Calgary: Gage.
- Ohler, J. (2000). Art Becomes the Fourth R. *Educational Leadership*, 58, 16-19.

## FACILITATOR'S NOTES

### Materials List

Note: A copy of the *Pilot Draft of the Program of Studies* is essential for this session.

Enough resources from the "Works Cited" list for the number of participants.

- Most of them will be in the schools already.

Chart paper and pens

- something to tack the chart paper to the wall, if necessary

**or**

Overhead projector, screen, clear transparencies, pens

### Presenting Notes

You may wish to have overheads of the activities and the print resources' information.

If you are making overheads or powerpoint images from copyrighted material please ensure that you acknowledge the source on the image.