

Literature into Film (and Back Again): Another Look at an Old Dog, John Golden

Many educators enjoy using films in their classrooms as a teaching tool. John Golden has written a teaching guide that illustrates how a particular documentary, *The Mystery of Love*, can be integrated into classroom curriculum. The guide details ways that educators might want to use documentaries and provides activities for practicing analytical and writing skills using a series of clips. The final approach discusses how to use the entire documentary, including previewing activities, discussion questions, and post-viewing activities. The suggestions in this teaching guide can easily be adapted to other films used in class.
http://www.themysteryoflove.org/downloads/the_mystery_of_love_teaching_guide.pdf

The Book Report, Version 2.0: Podcasting on Young Adult Novels, Robert Rozema

Rozema took a traditional literature experience—writing a book report—and married it with new technology—creating a podcast. “Audio Broadcasts and Podcasts: Oral Storytelling and Dramatization” teaches students to make similar connections. Orson Welles’s broadcast of H. G. Wells’s *War of the Worlds* in October 1938 provides perhaps the most well-known example of listeners’ imaginations leading to a vivid experience. After exploring the historical information surrounding Welles’s famous broadcast, students create criteria for effective audio dramatizations and then compose a dramatization of a group-selected scene from a recent reading.
http://www.readwritethink.org/lessons/lesson_view.asp?id=901

Are You Willing to Have Your Students Join Ralph, Jack, and Piggy? Cara M. Arver

Arver built a literary world in which students could experience and discuss *Lord of the Flies*. “Paying Attention to Technology: Exploring a Fictional Technology” asks students to complete a short survey to establish their beliefs about technology. Then, students compare their opinions to the ideas in a novel that depicts technology (such as *1984*, *Brave New World*, *Fahrenheit 451*, *REM World*, or *Feed*). Students are urged to think more deeply about their beliefs and to pay attention to the ways that technology is described and used. This lesson plan can also be completed with short stories, video games, films, and other fictional resources that examine issues related to science and technology and their possible effects on society. Students can use this newfound knowledge as they participate in virtual worlds.
http://www.readwritethink.org/lessons/lesson_view.asp?id=323

Scrutinizing the Cybersell: Teen-Targeted Web Sites as Texts, Darren Crovitz

Crovitz uses product Web sites to help students become more-informed consumers by critiquing various attributes of the sites. In “Comic Makeovers: Examining Race, Class, Ethnicity, and Gender in the Media,” students explore representations of race, class, ethnicity, and gender by analyzing comics over a two-week period. They then re-envision them with a “comic character makeover.” This activity leads to greater awareness of stereotypes in the media and urges students to form more realistic visions of these images as they perform their makeovers.
http://www.readwritethink.org/lessons/lesson_view.asp?id=207

Finding a Voice in a Threaded Discussion Group: Talking about Literature Online, Cathie English

English invites students to discuss literature in an online forum. “A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs” also asks students to discuss a text. However, this lesson uses wikis—online writing spaces that allow users to freely access and edit content—providing educators with a powerful tool to teach collaborative writing and new media. A similar activity can also be completed using a piece of literature.
http://www.readwritethink.org/lessons/lesson_view.asp?id=979

Finding Space and Time for the Visual in K–12 Literacy Instruction, Dawnene D. Hassett and Melissa B. Schieble

The authors share several visual modes of communication that help students see the relationship between graphics and text. Graphic novels are great models to use, and the authors suggest *Persepolis*. “Gaining Background for the Graphic Novel *Persepolis*: A WebQuest on Iran” further explores this text. *Persepolis* is set in Iran during the Islamic Revolution. This lesson includes a WebQuest in which students research relevant and reliable information in groups, and a technology-enhanced presentation that allows them to share the information with their classmates.
http://www.readwritethink.org/lessons/lesson_view.asp?id=1063

A Collectibles Project: Engaging Students in Authentic Multimodal Research and Writing, Karen E. Moynihan

Moynihan challenges students to investigate familiar and unknown collectibles and then to share their research results with others. “Literary Scrapbooks Online: An Electronic Reader-Response Project” explains how to create an online scrapbook. Using Web resources, students capture “scraps” of information about a piece of literature and then create a scrapbook using PowerPoint or other presentation software to share their online scrapbook with the class. During their presentation, students defend their choice of scrapbook entries, explaining the importance of the entry to the understanding of the topic. This lesson focuses on a piece of literature, but it can easily be adapted to share all kinds of research.
http://www.readwritethink.org/lessons/lesson_view.asp?id=787

A New Perspective on Inquiry: A Case Study of Digital Video Production, Jason Ranker

Ranker examines the use of digital video projects as students share their knowledge through performance. “Campaigning for Fair Use: Public Service Announcements on Copyright Awareness” invites students to record public service announcements (PSAs). Students explore a range of resources on fair use and copyright and then design PSAs for broadcast over the school’s public address system. Work can also be published as podcasts on the Internet. Students tap research and persuasive writing strategies as they design announcements for an audience of their peers. These experiences often inspire students to demonstrate their knowledge more creatively than with traditional assignments.
http://www.readwritethink.org/lessons/lesson_view.asp?id=939

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