



The Medium and the Message

Curriculum Area(s): Reading	Grade Level: 10
Time Required: 90 mins.	Instructional Groupings: Individual or small groups
<p>Standards: RL.9–10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). RL.9–10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	
<p>Materials: <i>Romeo and Juliet</i> and related adapted texts. <i>Romeo and Juliet</i> works well for this lesson because there have been many adaptations of it, in film, music, graphic novel, and other forms. Computers with word processing and internet access Access to a variety of presentation applications, e.g., Microsoft Power Point, Weebly.com, prezi.com</p>	
<p>Overview: Use various technology resources to compare and contrast different media presentations of the same text. Then analyze how different authors treat the same material differently through different media.</p>	
<p>What will I differentiate? Process: Students may work either in small groups of 2-3, or individually. Product: Students will select different media to analyze, i.e, music, film, drama, etc.</p>	
<p>How will I differentiate? Students will have control over how they conduct their research and how they will present their findings to the class.</p>	
<p>As a result of this lesson/unit, students will...</p>	
<p>Understand: Students will understand why an author would draw on other material to influence his or her own specific work.</p>	
<p>Know: Students will know and be able to describe the major and recurring themes from important stories and tales from across cultures. (The quest or task, cleverness, change, sacrifice, etc.)</p>	<p>Do (Skills): Students will be able to participate and contribute to a project/text through the use of a variety of technologies and media.</p> <p>Students will be able to describe how changing the medium of a text affects the meaning of the text itself.</p>
<p>Steps in the Lesson: 1. After finishing the original text of <i>Romeo and Juliet</i>, students will use online and library</p>	

resources to find and identify one “re-telling” of the play in a medium different than the original.

2. Students will identify two key elements that are different in this re-telling than in the original, and two elements that are the same. (i.e., character, setting, plot.)

3. Students will explain how changing these elements changes the story as a whole.

4. Students will explain how the use of the different medium (i.e., song, film, music video, graphic novel, etc.) changes the story as a whole.

Post-Assessment: Assessment: Students will make a short presentation to the class using the multimedia technologies. They will be assessed on whether or not they answered the following questions:

Additional Resources:

<http://www.myspace.com/video/lei/taylor-swift-love-story/43101525>

<http://www.imdb.com/title/tt0117509/>

http://www.youtube.com/watch?v=055c9Gic_g0

Hickey, D. T., McWilliams, J., & Honeyford, M. A. (2011). Reading Moby-Dick in a participatory culture: organizing assessment for engagement in a new media era. *Journal of Educational Computing Research*, 45(2), 247–263.

Callahan, M., & King, J. M. (2011). Classroom remix: Patterns of pedagogy in a techno-literacies poetry unit. *Journal of Adolescent & Adult Literacy*, 55(2), 134–144.

Austin, K., Ehrlich, S. B., Puckett, C., & Singleton, J. (2010). YOUmedia Chicago: Reimagining learning, literacies, and libraries: A snapshot of year 1. *Consortium on Chicago School Research*.