



## Make It Your Own: Re-Mixing Myth

<b>Curriculum Area(s):</b> Reading	<b>Grade Level:</b> 7
<b>Time Required:</b> 90 mins.	<b>Instructional Groupings:</b> Individual or small groups
<p><b>Standards:</b>            RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).            RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	
<p><b>Materials:</b> Grade-level text that has been adapted to different media. Good examples of this include the works of Mark Twain (<i>A Connecticut Yankee in King Arthur's Court</i>, <i>The Adventures of Tom Sawyer</i>, <i>The Prince and The Pauper</i>) and Charles Dickens. (<i>A Christmas Carol</i>, <i>Oliver Twist</i>.)</p> <p>Access to a variety of presentation applications, e.g., Microsoft Power Point, Weebly.com, prezi.com</p>	
<p><b>Overview:</b> Use various technology resources to compare and contrast different media presentations of the same text. The content focus will be on isolating and analyzing one element of a text, and on understanding how changing that element will affect the text as a whole.</p>	
<p><b>What will I differentiate?</b> Process: Students may work either in small groups of 2–3, or individually. They may also use a variety of technologies in order to depict differences and similarities in the text materials.</p>	
<p><b>How will I differentiate?</b> Product: Presentations may be provided orally, recorded, as text, or in graphic format.</p>	
<p><b>Content:</b> Students may individualize their projects through the selection of more concrete or simple elements, such as characters, or more complex elements, such as theme or imagery.</p>	
<p><b>As a result of this lesson/unit, students will...</b></p>	
<p><i>Understand:</i> Students will understand how the same stories can be told and re-told through the use of different media and technology.</p> <p>Students will understand how changing one element of a text affects the meaning of the text as a whole.</p>	
<p><b>Know:</b> Students will know the main elements of a narrative story, including character, setting, plot, and theme.</p>	<p><b>Do (Skills):</b> Students will be able to use media and technology to depict a re-telling of a story with which they are already familiar.</p>

**Pre-Assessment:** Students will be informally assessed on what applications are available to them for assembling a graphic or pictorial representation of a narrative.

Students will be informally assessed on how to use the Internet to conduct an effective search for relevant information. As a class, we will discuss what types of resources can be trusted as reliable or valid, and why. (Modeling will take place if necessary.)

**Steps in the Lesson:**

1. After reading a text as a class, students will identify and isolate one element in the story. Examples may include character, setting, or plot.
2. Students will find an example of an adaptation of the text that has “re-written” the text by changing one element.
3. Students will isolate one of these variables to create a “re-tell” of the story with their own variation.
4. Students will use a technology and a medium of their own choosing to depict their adaptations of the story.

**Post-Assessment:** Assessment: Students will provide either a presentation or a permanent record of their work. They must be able to provide answers to the following questions:

What is the element that you have changed in the story?

How does this element affect the telling of the story?

What is the medium that you have chosen to present your new story?

How does this medium affect the telling of the story?

**Additional Resources:**

Guthrie, J. T., & Klauda, S. L. (2012). Making textbook reading meaningful. *Educational Leadership*, 69(6), 64–68. [The incorporation of additional resources and media can motivate students to develop dedication for reading.]

Adams, J. (2012). Make learning matter for the multitasking generation. *Middle School Journal*, 43(3), 6–12. [Incorporating technologies such as virtual reality, blogs, and wikis that allow students to multitask within a learning environment can increase motivation.] [Cultural capital.]

Judson, E. (2010). Improving technology literacy: does it open doors to traditional content? *Educational Technology Research & Development*, 58(3), 271–284. [Studies show that improving technology literacy in 7<sup>th</sup> and 8<sup>th</sup> grades correlates with heightened academic achievement and increased confidence in language arts skills.]

<http://www.youtube.com/watch?v=O48pCVnEz-A>

[http://www.denverpost.com/theater/ci\\_19351238](http://www.denverpost.com/theater/ci_19351238)

[http://www.youtube.com/watch?v=Jb7kJ-j\\_dKA](http://www.youtube.com/watch?v=Jb7kJ-j_dKA)