

Latin America

Newscast

THEME

What Are We Made Of?

CONTENT

CCSS.ELA-LITERACY.RH.9-10.1

ART

MA:Cr3.1.III

KEY VOCABULARY:

- Primary source
- Secondary source

PACING: 3-4 days

ASSESSMENT:

- Primary vs secondary sources (diagnostic)
- Checklist (summative)

ELEMENTS OF MUSIC:

- Sound
- Point of View
- Performance
- Framing
- Narrative
- Editing

MATERIALS LIST

- Access to a recording and editing program (iMovie, Movie Maker, Final Cut Pro, etc)

LESSON OBJECTIVE

By the end of the lesson, students will collaborate to create a multi-media presentation in the form of a newscast about Latin America

ESSENTIAL QUESTIONS

What is required to produce a media art piece that conveys purpose, meaning and artistic quality?

21st CENTURY SKILLS:

- ✓ Critical Thinking
- ✓ Creative Thinking
- ✓ Collaborating
- ✓ Initiative
- ✓ Communicating
- ✓ Media Literacy
- ✓ Informational Literacy
- ✓ Tech Literacy
- ✓ Flexibility
- ✓ Social Skills
- ✓ Leadership
- ✓ Productivity

CONTENT STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

ARTS STANDARDS

MA:Cr3.1.III

Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles, such as hybridization.

Warm-Up Options (10 Min)

19- Engineering Design
20- GIF
21- Keyboard Shortcuts

22- Memes
23- Mood Post

LESSON OVERVIEW

This lesson asks students to look at current events in history, as well as historical events, and to work together to create a 12-15 minute newscast about Latin America that reflects its current situation and relevant past events. Students will identify a topic, and work in groups of 3-4 to create a 3 minute video presentation about their topic. After each group is finished, all group videos will be combined into one full video, to be “aired” as a full broadcast. Students will need to consider the resources they are getting information from, and whether or not their sources are reliable.

ENGAGEMENT

Five Minute Field Trip

Start by telling the class that during class they will be journeying to Latin America, but before that, they need to do some planning and begin to see how well they collaborate as a group.

Put students in groups of 3-4. These will be the groups they work together with for the lesson. Tell them they have two tasks in the next five minutes.

- What are 5 things you would like to do on the field trip once you are there?
- What are only 5 things you will bring with you in your suitcase, besides clothing? Remember, this is a different country and culture.

After 5 minutes, have groups share out their answers. It may also be beneficial to discuss how the groups worked together. Did everyone have a say? Did they argue and some not agree at all? Did they allow equal speaking and thinking, and come to a group consensus?

Teacher-to-Teacher

This activity will begin to stress the importance of working together and collaborating. If groups have a difficult time working together in this task, you may want to alter the groups before the main activity of the lesson. Students will only meet with success for this if they are able to effectively produce a final product within time constraints you set.

STEP 1

Primary vs Secondary Sources

Review with students what primary and secondary sources are.

- Primary Source: first-hand accounts and/or reports of events from people who were directly connected to it
- Secondary Source: an account that is at least once removed, and was created by someone who was not at the event themselves.

Give students the quick diagnostic checklist, Primary vs. Secondary Resources, to check their understanding of the documents. Go over it as a group - there are many that fall in the either category, as it is dependent on the artist or the author. Ensure students have a solid understanding of this. Remind them that very often publication dates and information origins can help to decide if a source is primary or secondary.

STEP 2

Visual Storytelling

In order to complete this lesson successfully, students must understand the importance of visual storytelling and how to capture video that is compelling to the audience. Share with them this [Visual Storytelling 101](#) video. Afterwards, engage in a discussion capturing the elements of media arts, many of which are the same as the elements of visual art. Draw particular attention to framing, narrative and editing.

Ask them to think about the news. While many may say they don't watch news, you are not just talking about the 6:00 news broadcast. Ask them to think about news stories they see online, or webcasts, anything where they learn information. What makes it engaging? What makes them worth watching? Perhaps they remember something they have seen recently, and you can pull that up to discuss, or perhaps pull up some news clips of events in your own city. Relevance is important!

Artful Thinking Routine (10 mins)

Headlines Routine. Show students the following [news photograph](#). Ask students to invent a 6 word headline for the photo that captures what it is about.

Only after students have completed the task, share with them the true backstory to the photo, found within its caption

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>

Main Activity/Project

Students will now work together to identify either a current event or a historical event which they deem significant to Latin America. They will research ideas separately, find a few topics of interest, and then share them with their group. Group members must agree unanimously on the topic that they will develop and create a news segment for.

Once a topic has been agreed upon, students within the group will spend time researching the topic on their own, and then they will come together to identify key facts for their newscast. Within their newscast, students will need to share both secondary and primary sources, and consider the narrative, the point of view and the editing that will happen for their story. Their finished piece, including introduction and wrap-up, should be no more than three minutes.

Students should plan their segments using the guideline sheet found in the resources. They may also want to storyboard their segment if time allows.

ESTIMATED TIME: 3-4 class periods

Teacher-to-Teacher

If you are going to leave the individual news stories separate, student groups may choose what platform they will use to create their newscast.

If you are going to ultimately combine them all in to one news cast, you may want them all to be done in the same format so any necessary editing can happen to blend them all seamlessly together.

If they are all saved as individual mp4 files, you would also be able to combine them, but it may not combine completely smoothly, depending on your platform choice.

CLOSURE

Share out / Discussion

Have student group share their news segments. Engage in a discussion about what was the most challenging part of telling the story they chose? (Time constraints? Ensuring equal voice? Finding accurate resources? Etc)

If you are planning to combine all segments in to one broadcast, work together to create a “news theme” and a perhaps a station name/logo. When completed (either singly or all as one), share videos to a larger audience (school tv show, school or teacher webpage, classroom social media page, placing copies in local libraries, etc)

TEACHER ASSESSMENT

THEME	CONTENT	ART
What Are We Made Of?	CCSS.ELA-LITERACY.RH.9-10.1	MA:Cr3.1.III

Observe students during the creation of their newscasts and the finished product. Use the checklist below to provide feedback to the students.

Criteria	★	✓	☹	Notes
Students worked collaboratively in their group - participating in decisions, listening to others, contributing ideas.				
There was a clear purpose and point of view in the newscast.				
The newscast demonstrated a mastery of design principles including but not limited to narrative, editing and framing.				
Students effectively and appropriately used primary and secondary sources in the newscast as evidence for the story.				
The newscast was effectively filmed and narrated, showing evidence of literacy and public speaking skills.				
Students had a strong knowledge and understanding of the topic at hand.				

Primary vs. Secondary Resources

Name: _____ Date: _____

Period: _____

For the items below, decide if they are primary or secondary resources. If you feel they could be either, choose the either column and then explain why.

	Primary	Secondary	Either	Why it could be either
Speeches				
Diaries or letters				
Journal articles				
Commentaries				
Encyclopedias				
Newspaper reports				
autobiographies				
Magazine Articles				
Websites				
Eyewitness accounts				
Photography				
Most books				
Emails				
Commentaries				
Government documents				
Experiment results				
Book or movie reviews				
Period artwork				

Latin American Newscast Guidelines

Name: _____ Date: _____

Period: _____

Your group will be creating a 2-3 minute news segment about a topic of your choice relevant to Latin America. The topic could be something that is happening there now, or it could be an event of historical significance from the past.

When creating your broadcast be mindful of and consider the following items:

- YOUR TOPIC! _____
- What will the main point of view of your reporting be?
- How will you tell the story? (meaning, how will you choose the elements to share and what to omit?
- How will you frame the piece? What visual elements will you highlight?
- Will you have sound in the background?
- What will the backdrop be? How will you insert other footage that supports your story?
- What will you be using for evidence? Be sure you have enough primary sources, so that your report is credible.

Newscast Guidelines con't

- Will you have a reporter on camera, or will the audience only hear their voice?
- Your sources! Which ones are primary? Which are secondary? (list them here, and be sure you have a combination of both)

- What roles will everyone on your group have? List them below.