Lesson title:
Celebrating Poetry through Media Production (Video Poetry)

Byline:
Ethan Crocetti-Floerke
Library Media Specialist
Lake Mills Middle School
Lake Mills, WI 53551

Standards:
Wisconsin ITL standards
- CC1 - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- CC1.a.3.m: Evaluate and utilize the features and functions of a variety of digital tools and platforms to create, share, and communicate content effectively.
- CC1.b.3.m: Remix digital content responsibly into new, creative work.
- CC1.c.3.m: Communicate complex ideas clearly using various digital tools to an authentic audience.

Common Core State Standards
- R.7.5 In literary texts, analyze how structure, including genre specific features, contributes to the development of themes or central ideas. (RL)

Grades:
Target Audience: Grade 7

Content Area:
English/Language Arts

Time:
Week Long Media project (50 Minute Periods)

Essential Question(s):
1) How can I use media production as a way to celebrate the genre of poetry?
2) How can I use media tools to enhance a retelling of a poem and bring out its intended meaning?

Objectives:
1) Students will recite poetry out loud, altering my tone and pacing to capture my audience's attention and highlight the poem's intended meaning.
2) Students will make intentional production choices to engage their audience and communicate the underlying meaning/purpose of the narrated poem.
3) Students will use a variety of digital creation tools to create original media products or responsibly repurpose/remix digital resources into their own media project.

Lesson Context/Summary:
Students are coming into this lesson already having explored the genre of poetry. Students have analyzed poetic devices and the underlying meanings of poems of many styles. Students have also studied “spoken word poems” and “video poetry” in preparation for this end of the unit project. Students have analyzed how designers utilize sound and visuals to enhance the meaning of a poem. As a culminating project, students will create a “visual poem” through the retelling of a published poem of their choice. Students will narrate their selected poems and use various types of media including images, sound, and video to engage their audience and highlight the poem’s intended meaning.

Materials:
Lesson Slides (Included links to embedded resources for students)
Teacher Created Media
WEvideo (Access through Clever)
Storyboard Template (Give students option of paper or digital formats)
Google Form (Student Self-Assessment and Reflection)
Media Project Rubric

Activities/Procedure

Day 1: Project Preview and Pre-Production Planning (Slides 1-7)
1) Share and discuss project learning goals
   a) I can recite poetry out loud, altering my tone and pacing to capture my audience’s attention and highlight the poem’s intended meaning.
   b) I can be intentional in my production choices to engage my audience and communicate the underlying meaning/purpose of the narrated poem.
   c) I can use a variety of digital creation tools to create original media products or responsibly repurpose/remix digital resources into my own media project.
2) Share Example
   a) Share teacher-made video to students
   b) Discussion with students
      i) What types of media did you see in the video poem that might have helped bring out the poem’s message?
      ii) What production choices were used to help create a mood/tone?
      iii) How did the poem’s narration (speaker’s voice) keep the audience’s attention?
3) Project Preview
   a) Briefly describe the four stage production process students will work through this week.
      i) Preproduction
      ii) Production
      iii) Post production
      iv) Publication

4) Instruction: Preproduction
   a) Display storyboard of teacher-made video
   b) Model creating a storyboard for students
      i) **Strategy 1:** highlight powerful images and verbs in your selected poem.
         *Use these when considering what types of visuals to incorporate into your storyboard*
         (1) Examples
            (a) perfect simplicity,
            (b) Arabian Wizard,
            (c) Disfiguring chicken pox of the soul
      ii) **Strategy 2:** Brainstorm visual elements and production choices that might help to engage the audience and highlight the poem’s meaning.
         (1) Examples
            (a) Darken images for a more solemn mood/tone
            (b) Plan for specific times to pause in the poem’s narration
            (c) Have floating images/words slowly fade away to show the transition from childhood to adulthood
      c) Transition to student planning
         i) **Definition:** Video Poetry is a genre of poetry displayed on a screen, distinguished by its time-based, poetic juxtaposition of images with text and sound. In the measured blending of these three elements, it produces in the viewer the realization of a poetic experience.
         ii) When building your storyboard today for your visual poem, consider how you might use images, text, and sound together to effectively bring out the heart of your poem.

5) Workshop:
   a) Transition students into independent work time
   b) Students will spend the remaining time creating a storyboard of their selected poems
   c) Students should turn-in storyboards at the end of class to receive written feedback moving into the next phase of the project.

Day 2-3: Production (Slides 8-16)
   1) Direct Instruction:
When we read poetry out loud, it’s our job to read in a way that brings out the very heart of the poem. In other words, we want to engage our audience by speaking with varying tone, pitch, and pacing that convey mood/tone.

When performing poetry, we can place emphasis on specific words and phrases to call attention to the poem’s underlying message.

2) Narration Tips
   a) When readers read a poem out loud, they use line breaks, sentence punctuation, and stanza breaks as cues for when to pause in their reading.
   b) Readers use the meaning of the text to correct themselves and put pauses in place to make it easy for a listener to understand what’s happening in the poem.
   c) Readers emphasize words when they read out loud. They are careful not to speak in monotone and use their voices to show the listener what’s important in the text.
   d) When performing a poem, readers try to read at a pace that’s appropriate to the poem.
      i) Speeding up can add intensity to the poem.
      ii) Slowing down can bring emphasis on a passage or group of words.
   e) The speaker’s facial expressions should reflect the poem’s mood and tone. The reader might also use hand gestures as a way to engage the listener.

3) Sound
   a) Oftentimes, media creators overlook one of the most important elements to media production. Sound.
   b) Play video (slide 15)
      i) Turn-N-Talk: Were you surprised by how much sound impacted your understanding of the video or your willingness to keep listening?
   c) Sound Takeaways
      i) Our audience will forgive you for poor video. They will NOT forgive you for poor audio.
      ii) Tip 1: Logical noise is okay
      iii) Tip 2: Consistent noise is better than inconsistent noise
      iv) Tip 3: Think about how close or how far away your speaker is from the mic

4) Visuals
   a) Display rule of third slide
      i) The frame is divided into nine imaginary sections.
      ii) The intersection of the lines is where viewers focus their attention.
      iii) The general rule for eye line is the talent’s eyes should be 1/3 down from the top.
      iv) When recording, consider using the Rule of thirds as your guide
   b) Have students practice taking a rule of thirds photo and share with partner

5) Transition to Workshop Time
a) You will spend the next two days creating and gathering media, filming, recording voice narration, and eventually compiling all your media together to create a publish-worthy spoken word/visual poem.

b) I will be available to coach and offer assistance as you begin making media. For many of you, this is the first time you have been asked to demonstrate your learning in this way. One last tip: practice performing your poem before recording for the first time. If you make a mistake. Don’t delete the entire clip. Pause, regroup and keep going. You will learn how to edit out the bad parts later when you begin editing in post-production.

Day 4: Post-Production (Slides 17-28)

1) Learning how to edit with WEvidea
   a) Walk students through using WEvidea software
   b) Use google slides as a guide, however, be sure to model using the actual program, inviting students to make suggestions as you demo editing tools

2) WEvidea Demo
   a) Signing in through Google
   b) Creating a new project or selecting a template
   c) Importing video, images into project
   d) Drag and drop media into project timeline
   e) Searching for video, images, and sounds to remix
   f) Editing text and images
   g) Cropping/extending clip
   h) Green screen functions
   i) Adding transitions
   j) Trimming audio clips using the wavelengths as a guide

3) Transition to workshop:
   a) You are all in different places in the production process. Some of you are still gathering media, finishing your first recordings, etc. Others are ready to start putting it all together.
   b) The more you work with software programs like WEvidea, the easier it becomes. If you get frustrated, take a breath and try again. Use your peers for support. I am also available to coach you through.
   c) We will check our progress at the end of today’s workshop and decide if we’re ready to publish tomorrow or extend our deadline. Set a goal for yourself and get started.

Day 5: Celebration and Reflection (Slides 29-32)

1) Publishing video
   a) Model how to publish video by downloading to Google Drive
   b) Remind students to also submit to Google Classroom

2) Publishing Party
   a) Have students arrange themselves in groups of four.
b) Set group norms
   i) Positive comments only
   ii) Give your members their full attention
   iii) Acknowledge the work and effort put into each project
   iv) Avoid sharing criticism or critique

c) Preface Authentic Compliments
   i) A comment that is both positive and specific
   ii) Discuss something concrete that you thought the creator did well
   iii) You must share something that hasn’t already been said
   iv) Be genuine. Think about how hard you’ve worked yourself on your project. What might you want to hear yourself?

d) Transition students to taking turns sharing videos

3) Self-assessment and Reflection
   a) Students will self-assess their videos using the scoring rubric.
   b) Students will also reflect on the video-making process
   c) Have students complete Google Form after wrapping-up Publishing Party

**Implementation notes:**
Students may need more coaching/support in using WEvideo creation tools. Teachers should take on the role of coach, helping students navigate the video editing software. Plan ahead with the school librarian so students may utilize the library space and recording equipment.

Consider making the Publishing Party special. Possible ideas include inviting guests, making flyers, laying down a red carpet, offering refreshments and popcorn. You could also have awards that students nominate their peers for such as best picture, most creative, etc.

**Resources:**

*WEvideo Academy Youtube Channel*

*PBS Newshour’s StoryMaker*