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SCED 694 Internship II
Professor Moos

Culminating Activity: Podcasts Part II

Grade Level: 7
Number of students: 15
Time: 80 minutes

Topic: This lesson is the final lesson in the science fiction unit. In this lesson students will finish composing and revising their podcast script before recording it in the school computer lab.

Rationale: This lesson concludes our unit and assesses what students have learned. To promote student engagement and confidence, a number of options were provided that allow students to display what they have learned. The options cover a range of skills and intelligences from analytical to creative writing. In this assessment students will need to synthesize many of the different aspects of the science fiction unit. Furthermore, the format of podcasting offers a number of unique opportunities. Students will produce an authentic assessment that will be displayed on a class website and made public. In writing the podcast script students will have to carefully plot their response and tailor it to their intended audience. In recording their podcast, students will be required to concentrate on the quality of their pronunciation, intonation and dramatic effect. In sum, there are a number of learning opportunities *outside* of the assessing the specific science fiction knowledge and skills acquired.

Prior Knowledge: Students have just finished their exploration of Rod Serling's *The Monsters are due on Maple Street.* They are beginning to understand the breadth of the science fiction genre and particularly how the genre can be used a medium for social commentary. Students are familiar with the elements of science fiction and have developed their own definitions of the genre. Students are aware of all options for the podcast project and have seen examples of many of those options.

Pre-Class Assignments: In the previous lesson, students began working on their podcast projects. Some groups were advised to work on it for homework because of class time constraints.

Seating Arrangement: The students will be seated in groups of four desks which face each other. This is conducive for writing and revising stage of the podcast project.

Essential Questions:
What is science fiction?
What are the common elements of science fiction?
Why is science fiction believable?
Does science fiction bring to us a greater understanding of what could be? Or a fear of the unknown?
How does science fiction reflect the social issues of the day?

Big Ideas:
This lesson will address the entirety of the science fiction unit. Science fiction is where we go to stretch our imaginations. Students will consider how science fiction presents us a possible future, a replacement past or a completely different world to contemplate. By creating such fantastic scenarios, we are given enough space to look at realistic questions with less bias. In this way, science fiction provides us an arena to discuss the major questions of and troubles that humans face. The purpose of this lesson is to investigate the nature of science fiction and the unique possibilities that the genre presents.

Materials:
Whiteboard, markers, computer, power point presentation, lesson handouts, textbook.

New Jersey Core Standards:
Speaking and Listening
CCSS.ELA-LITERACY.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.C
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Writing
CCSS.ELA-LITERACY.W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cognitive Objectives
Objective: To draw conclusions about characters in a narrative based on plot events, dialog and characterizations.
Assessment: Ongoing, this will be assessed during the actual conversation with the class.

Objective: To synthesize knowledge of the science fiction genre or a particular text in order to compose and record an original science fiction podcast.
Assessment: Formal, this will be collected and evaluated.

Affective Objectives
Objective: To question and value how fantastic situations affect the personal identities and actions of individuals.
Assessment: Formal, this will be collected and evaluated.

Psychomotor Objectives:
Objective: To identify an option that best suits individual student preference and to compose an appropriate response.
Assessment: Ongoing, this will be assessed during actual conversations with students during the planning stage of the podcast project.

Objective: To speak clearly and coherently while measuring voice inflection for an audience in a podcast recording.
Assessment: Formal, this will be collected and evaluated.

Lesson Procedure:

1. **Lesson Beginning-** The teacher will address the class and elicit a review of the podcast project from the students. The teacher will clarify any questions that students have about the project. Students will be informed that they will have half of the class to finish composing and revising their projects in groups before moving into the computer lab to record their work.

(35 minutes)

2. **Podcasting Directions-** Using a power point presentation and handout, the teacher will direct students how to record their podcasts in the computer lab. Using the web program AudioBoom, students will record their work. The teacher will explain how to use the program and how to find an image that is legal for reuse for the podcast. There is a contingency plan in place in case the program is inoperable. The majority of students have voice recording software on their smartphones and they will be instructed to use this option if AudioBoom does not work. The teacher will provide students with his email address should they need to use this option.

(10 minutes)

3. **Recording-** As groups finish their work, or indicate that they are ready to record, they will go to the computer lab to do their work. There are three teachers for this lesson (myself, the cooperating teacher and the ELD teacher). One teacher will remain in the classroom as groups finish their work, while the other two teachers will be in the computer lab assisting groups with the recording process.

(25 minutes)

4. **Closure-** In the final moments of the class, the teacher will remind students that if they were unable to finish their recording, they are responsible for concluding it outside of class. This is a distinct possibility given the possibility of unreliable technology. Students will not be penalized should they have a problem recording their work.

(2-3 minutes)

Podcasts: Recording Day

1. Once we arrive in the computer, one member of your group should log in to a computer.
2. Go to: www.audioboom.com
3. Log In: AIS.ELA
   Password: Aisela
4. On the toolbar at the top of the screen, click on the RED circle button.

5. Click on the record tab on the right hand side. You will see a box that asks if you want to let AudioBoom access your microphone and camera. Check "Allow"
6. Now click on you're the record button and begin your podcast. Note: You may want to test the microphone before beginning. You might have to do multiple recordings to get your podcast to sound just the way you want.
7. When you're finished with your recording, click 'Save'.

Choosing an image:

1. Go to www.google.com and click "images".
2. Click on a tab that says "usage rights".
3. Check the option that says 'labeled for reuse'. This means that you have permission to use this picture.
4. Now you are free to search for an image that matches your podcast.
5. You can drag the image from google into the window on audio boom OR you can down download the picture and upload it from the computer's download folder.
6. WHEN you are all finished, be sure to give your project a title AND write that title on your group's rubric (scoring paper)
7. Have fun!