Quick Rant:

Think about your experience in education and/or sports. Choose the mascot you remember most vividly. If you had to explain the meaning of this mascot to others, what would you say?
Beyond the Box

Crafting Meaningful Curriculum
For Our Multi-modal World

Belinda Foster
Area 3 Writing Project
bfoster@beesquad.com

Wednesday, February 16, 2011
Background
Background
Background
Background
What is Text?

Rochelle Ramay, NCWP:
“If it contains meaning it counts as text”

Implications:
Anything with meaning can be “read”
Anything that can be read requires “writing”
Advertisements

**Topic:** What is the topic of the text?

**Audience:** To whom is the message directed?

**Purpose:** What is the writer’s goal?

**Speaker:** What can be inferred about the speaker’s attitude toward the topic or the audience?
Advertisements

**Topic:** What is the topic of the text?

**Audience:** To whom is the message directed?

**Purpose:** What is the writer’s goal?

**Speaker:** What can be inferred about the speaker’s attitude toward the topic or the audience?
Music Montage
Music Montage
Sports Plays

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Right King Zoom 59 Z Flat Y Spot

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Wednesday, February 16, 2011
Hurdles
Hurdles

I jump hurdles every day. While everyone else on the track team runs straight through, my fellow hurdlers and I go up and down, up and down. Some hurdlers jump over the hurdles, and others kick them down. I jump over them.
Sometimes I’d like to just kick them out of my way, but I guess I’m just too polite. But who cares, I can cross the finish line and that’s all that matters. Besides, my coach says either way is just fine.
We call our coach “Pear-Nose”. There’s always a pair of black sunglasses atop that nose of his. And he always stands with his hands behind his back. Now that I think about it, I’ve never seen his hands. Maybe he doesn’t have any hands, I don’t know.
He drove us especially hard this one particular practice before a track meet with a rival high school. We circled the track, around and around, endlessly. Anyone who stepped off that beaten track was punished with more laps.
Finally, I couldn’t go on anymore without water, so I parted from my lane and ran to the drinking fountain.

When I turned around, Pear-Nose was staring down at me.

You’re Korean, aren’t you?
Frames Set #3&5
Frames Set #3&5
You're Korean, aren't you?
Frames Set #3&5
Frames Set #3&5

You're Korean, aren't you?
Frames Set #6

Yes.

How did you know?

Because the Chinese are smart.
Then he told me to run back onto the track. I started to run. I ran through the grass, past the baseball field, out of the main gate, and straight to my house.

I jump hurdles every day.
Screen Casting

Michael Wesch
Kansas State University

Wednesday, February 16, 2011
Screen Casting

Michael Wesch
Kansas State University
Video

BeeSquad
Twin Rivers EdTech

Wednesday, February 16, 2011
Consider...

Brainstorming

What else are students already “reading” and can be used as a potential source of text?
<table>
<thead>
<tr>
<th>Deconstructing Text (Consuming)</th>
<th>Constructing Text (Producing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who create this text?</td>
<td>What am I creating?</td>
</tr>
<tr>
<td>What is the message?</td>
<td>What message do I want to create?</td>
</tr>
<tr>
<td>Why was this format selected?</td>
<td>What format would be best to deliver my message?</td>
</tr>
<tr>
<td>What techniques were used to attract my attention?</td>
<td>What techniques will I use to best attract attention?</td>
</tr>
<tr>
<td>Who is the intended audience?</td>
<td>Who is my intended audience?</td>
</tr>
<tr>
<td>How might other people understand/interpret this text differently than me?</td>
<td>Am I engaging and compelling my audience towards understanding and interpreting my message?</td>
</tr>
<tr>
<td>What factors would cause this other understanding/interpretation?</td>
<td>What choices can I make to counter other possible understandings and interpretations?</td>
</tr>
<tr>
<td>What values, lifestyles, and points of view are represented in or omitted from this text?</td>
<td>Have I clearly and consistently framed values, lifestyles, and points of view in my content?</td>
</tr>
<tr>
<td>For what purpose might the author have made these choices?</td>
<td>Do I have clear reasons for the content choices I made?</td>
</tr>
<tr>
<td>Why is this message/text created?</td>
<td>Why is this message/text important to create?</td>
</tr>
<tr>
<td>Was this purpose communicated effectively?</td>
<td>Have I communicated my purpose effectively?</td>
</tr>
</tbody>
</table>
## Deconstructing Text: In-Depth

### Guiding Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of “text” is it?</td>
<td>How would it be different in a different medium?</td>
</tr>
<tr>
<td>What are the various elements (building blocks) that make up the whole?</td>
<td>What choices were made that might have been made differently?</td>
</tr>
<tr>
<td>How similar or different is it to others of the same genre?</td>
<td>How many people did it take to create this? What are their various roles?</td>
</tr>
<tr>
<td>If applicable, which technologies are used in its creation?</td>
<td></td>
</tr>
<tr>
<td>What do you notice about the way the message was constructed?</td>
<td>What is the viewpoint?</td>
</tr>
<tr>
<td>If multimedia: colors and shapes, sound effects, music, silence, dialogue or narration, movement, composition, lighting</td>
<td>How is the story told?</td>
</tr>
<tr>
<td>Have you ever experienced anything like this?</td>
<td>Are there any visual symbols of metaphors?</td>
</tr>
<tr>
<td>How close does it come to what you experienced in real life?</td>
<td>What appeals are used? (ethos, logos, pathos)</td>
</tr>
<tr>
<td>What did you learn from this text? What did you learn about yourself from “reading” it?</td>
<td>What makes it seem “real” or believable?</td>
</tr>
<tr>
<td>What did you learn from other people’s responses—and their experiences?</td>
<td></td>
</tr>
<tr>
<td>How is the human person characterized? What kinds of behaviors / consequences are depicted?</td>
<td>How many other interpretations could their be? How could we hear about them?</td>
</tr>
<tr>
<td>What type of person is the reader / watcher / listener invited to identify with?</td>
<td>How can you explain the different response?</td>
</tr>
<tr>
<td>What questions come to mind as you watch / read / listen?</td>
<td>Are other viewpoints just as valid as yours?</td>
</tr>
<tr>
<td>What ideas or values are being “sold” in this message?</td>
<td></td>
</tr>
<tr>
<td>Who’s in control of the creation and transmission of this message?</td>
<td>What political or economic ideas are communicated in the message?</td>
</tr>
<tr>
<td>Why are they sending it? How do you know?</td>
<td>What judgments or statements are made about how we treat other people?</td>
</tr>
<tr>
<td>Who are they sending it to? How do you know?</td>
<td>What is the overall worldview?</td>
</tr>
<tr>
<td></td>
<td>Are any ideas or perspectives left out? How would you find what’s missing?</td>
</tr>
<tr>
<td></td>
<td>Who is served by, profits or benefits from the message? The public? Private interests? Individuals? Institutions?</td>
</tr>
<tr>
<td></td>
<td>Who wins? Who loses? Who decides?</td>
</tr>
<tr>
<td></td>
<td>What economic decisions may have influenced the construction or transmission of the message?</td>
</tr>
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</table>

Adapted by: Bee Foster, California Writing Project

For Educational Purposes Only
## Constructing Text: In-Depth

### Guiding Questions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What kind of “text” genre am I creating? What will my medium be?</td>
<td>What are my choices? What choices might I make differently?</td>
</tr>
<tr>
<td>What various elements (building blocks) make up the whole?</td>
<td>Have others contributed to this construction? How should I give credit?</td>
</tr>
<tr>
<td>How similar or different is it to others of the same genre?</td>
<td>Have I respected copyright, trademarks or other intellectual property that I may have used?</td>
</tr>
<tr>
<td>How would my construction be different in a different medium?</td>
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<td></td>
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</tr>
<tr>
<td>What do I want people to notice...or not... (about the way I am</td>
<td>What visual or verbal, musical or visual symbols or metaphors am I using?</td>
</tr>
<tr>
<td>constructing my message)?</td>
<td></td>
</tr>
<tr>
<td>What technologies am I using? How is my message structure affected?</td>
<td>When does my message take place? What is the setting or timing? What</td>
</tr>
<tr>
<td></td>
<td>impact might this have on other choices I make?</td>
</tr>
<tr>
<td>How am I telling the story? What storytelling conventions am I using?</td>
<td>Does my message seem “real”? Why?</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Who is the target audience for my message?</td>
<td>Have I taken into consideration the appropriateness of my message for</td>
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<tr>
<td></td>
<td>special or vulnerable audiences, such as very young children or youth or</td>
</tr>
<tr>
<td></td>
<td>those disabled?</td>
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<tr>
<td></td>
<td>What effect might I anticipate my message having on my audience?</td>
</tr>
<tr>
<td></td>
<td>Positive, negative, neutral?</td>
</tr>
<tr>
<td></td>
<td>Why should my audience care about my message?</td>
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<tr>
<td>What is my main message?</td>
<td>What might the opposition to my message say? Have I treated my</td>
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<td>What is my intent? Whose needs am I trying to satisfy with my</td>
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<td>message?</td>
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Curricular Significance
Curricular Significance

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<tr>
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<th>Action</th>
<th>Products</th>
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<td>MATTER</td>
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<td>Comparing, Organising, Deconstructing, Attributing</td>
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<td>APPLYING</td>
<td>Implementing, Carrying out, Using</td>
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<td>UNDERSTANDING</td>
<td>Interpreting, Exemplifying, Summarising, Inferring, Paraphrasing</td>
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<td>REMEMBERING</td>
<td>Recognising, Listing, Describing, Identifying, Retrieving</td>
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Crafting Curriculum
## Crafting Curriculum

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Wednesday, February 16, 2011
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Crafting Curriculum

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

World events impact the things written at any given point in time.

The things you choose to write about today, and the things your children will read 15 years from now will be the result of what you see around you right now.
Contributors

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Questions?