

**Unit Title:** Literary Mash-Up

**Lesson One Title:** Introduction to the Classics

**Anticipated length of lesson:** 30 minutes (1<sup>st</sup> session)

**Grade Level:** 6<sup>th</sup>

**General Goal(s):** Students will become more familiar with the themes, motifs and symbols found in classic literature.

**Specific Objectives:** Students will learn about the specific themes, motifs and symbols found in 4 classics books, Treasure Island, Little Women, Tom Sawyer and The Secret Garden.

**AASL/Common Core Standards addressed**

<b>AASL Learning Standard</b>	<b>Common Core Standard</b>
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Required Materials:**

Example Mash-up video  
Computer with projector  
Projector screen  
Classic book hand outs  
Worksheet and directions  
At least one copy of each book

**Anticipatory Set (a lead-in, introduction, “attention-getter”):**

Librarian will welcome the students to the library where they will see the cover screen for the literary mash-up video for Pride and Prejudice. Before giving any instructions the librarian will play the video for the class and then ask them what they noticed about the video.

The Librarian will then give a brief overview of the entire project as well as the specific objective for the day.

**Step-By-Step Procedures:**

- TL will welcome students to class and ask them to sit down at the tables.
- TL will turn on the literary mash-up video for Pride and Prejudice.
- Students will be asked to share what they noticed about the video. What books they saw, what movies, and what they noticed about the lyrics to the song.
- TL will then briefly overview the entire project as well as the objective for this class.
- TL will hand out the one-sheets for each book and then review them with the class, covering the summary, themes, motifs and symbols found in each book.
- TL will give the directions for the assignment. Students will need to find one modern retelling of the classic they choose from music, books or movies and fill out a worksheet comparing and contrasting the two.
- Students will be given time to review the one sheets and decide which story they would like to focus on.

**Plan for Independent Practice:**

Students will review the classics and begin thinking about what modern retelling they would like to use based on the themes, motifs and symbols of the classic.

**Closure (should reflect anticipatory set):**

Students will be able to identify the themes, motifs and symbols in their chosen classic as well as have an idea of what they would like to use for their modern retelling.

**Assessment (should be based on objectives):**

Students will participate in the classroom discussion as well as begin filling out their worksheets.

**Lesson Two Title:** Comparing and Contrasting/Gathering Information

**Anticipated length of lesson:** 30 minutes

**Grade Level:** 6<sup>th</sup>

**General Goal(s):** Students will compare and contrast their classic story to their modern retelling and begin gathering images and quotes to use in their video.

**Specific Objectives:** Students will review the themes, motifs and symbols found in their stories and begin to compare and contrast them with their modern retellings. Students will also begin to gather images and quotes to use in their video after a brief lesson on copyright and creative commons.

**AASL/Common Core Standards addressed**

AASL Learning Standard	Common Core Standard
<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

**Required Materials:**

- One copy of each story (Treasure Island, Little Women, Tom Sawyer and The Secret Garden)
- One-Sheets on each book
- Compare and Contrast Worksheets
- Video Worksheets
- Access to images (using Creative Commons and Microsoft Clip Art)

**Anticipatory Set (a lead-in, introduction, “attention-getter”):**

Librarian will welcome the students to the library and direct them to tables where she will briefly overview the activities for the day.

**Step-By-Step Procedures:**

- TL will welcome students to class and ask them to sit down at the tables.
- TL will ask students to share what their modern retelling is a give one reason why it’s a good fit.
- TL will give a brief lesson on copyright and how to find available images (using creative commons and Microsoft Clip Art gallery)
- TL will hand out the video worksheet and explain to the class how to use it, including how many images and quotes they can use.
- TL will supervise as students search for and gather their images and quotes for their video.
- TL will collect the video worksheets and dismiss the class.

**Plan for Independent Practice:**

Students will share their modern retelling with the group and highlight which themes, motifs and symbols are similar. Students will also begin to gather images and quotes to use in their video.

**Closure (should reflect anticipatory set):**

Students will have chosen their modern retelling and be able to explain why it’s a fit. They will also be able to gather appropriate images and quotes to use in their video.

**Assessment (should be based on objectives):**

Students will be able to explain why their modern retelling is an appropriate fit. They will also have filled out their compare and contrast worksheet indicating they understand the concepts.

**Lesson Two Title:** Let's Make a Literary Mash-Up Video

**Anticipated length of lesson:** 60 minutes (2 sessions)

**Grade Level:** 6<sup>th</sup>

**General Goal(s):** Students will become create their own literary mash-up video.

**Specific Objectives:** Students will use their video worksheet and the images and quotes they gathered to create a 30 second animoto video mashing up their classic book with their modern retelling.

**AASL/Common Core Standards addressed**

<b>AASL Learning Standard</b>	<b>Common Core Standard</b>
<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>
<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

**Required Materials:**

One copy of each story (Treasure Island, Little Women, Tom Sawyer and The Secret Garden)  
One-Sheets on each book  
Video Worksheets  
Access to images (using Creative Commons and Microsoft Clip Art)  
Access to Animoto

**Anticipatory Set (a lead-in, introduction, “attention-getter”):**

Librarian will welcome the students to the library and direct them to tables where she will briefly overview the activities for the day.

**Step-By-Step Procedures:**

- TL will welcome students to class and ask them to sit down at the tables.
- TL will introduce students to Animoto and walk them through how to use it to create their videos.
- TL will supervise and students begin to put their videos together.

**Plan for Independent Practice:**

Students will create their own literary mash-up video using Animoto.

**Closure (should reflect anticipatory set):**

Students will share their Animoto video with the class.

**Assessment (should be based on objectives):**

Student’s Animoto video will reflect and understanding of the major themes, motifs and symbols of their classic story and how those relate to their chosen modern retelling.