TEMPLATE: Contextualized Learning Activities (CLAs)

Contact Information	
Board	**Waterloo Catholic District School Board**
Development date	**July 2009**
Contact person	**Ann Hummel, John Kipfer, Robert Sloos, Brad Strassburger**
Position	**Teacher**
Phone	**519-578-3660**
Fax	**519-578-5291**
E-mail	**info@wcdsb.ca**

Specialist High Skills Major	Information/Communications Technology
Course code and course title	ENG 4C - English
Name of contextualized learning activity/activities	Deconstruction and Critical Analysis – Media (Film Analysis)
Brief description of contextualized learning activity/activities	Using a Critical Analysis format to deconstruct various forms of media (an animation/film will be used as the example here). As a possible extension, students will then produce a class presentation (which has been developed in a separate CLA).
Duration	6 – 10 hrs.
Overall expectations	Written Critique: LIV.01, LIV.03, WRV.03, WRV.01, MDV.01, LGV.02

Specific expectations	Strands: Media Specific Ministry Expectations: LI1.02, LI1.05, WR1.03, WR3.01, WR3.02, WR5.02, WR5.03, WR5.04, LG1.03, MD1.01, MD1.02, MD1.03.
Catholic graduate expectations (if applicable)	CGE1E, 2E, 3C, 4A, 4G, 5G, 7F.
Essential Skills and work habits	**Essential Skills** ☐ Reading Text √Writing ☐ Document Use √Computer Use Numeracy ☐ Money Math: ☐ Scheduling or Budgeting and Accounting: ☐ Measurement and Calculation: ☐ Data Analysis: ☐ Numerical Estimation: Thinking Skills ☐ Job Task Planning and Organizing √Decision Making ☐ Problem Solving . ☐ Finding Information **Work habits** ☐ Working Safely ☐ Teamwork √Reliability ☐ Organization √Working Independently ☐ Initiative √Self-advocacy ☐ Customer Service ☐ Entrepreneurship

Instructional/Assessment Strategies

Teacher's notes

All required handouts have been provided for teachers. Some of the material may not be required to submit to students (unless teachers feel it is required). Teacher's should describe effective note taking strategies prior to the exercise to ensure students are able to complete chart materials successfully.

It is assumed that students will have a basic understanding of Deconstruction; its definition, and the methodology. It would be beneficial to review this content prior to introducing any new "texts" (film, animation, comic books, magazines, novels, poems, songs, pod casts, web pages, etc.). Students should have prior knowledge of deconstructing stories using plot graphs. It is the same basic process when initially deconstructing movies. Teachers may feel it necessary to model a text prior to having students work on their own. This will enable teachers to give more specific direction and evaluate specific expectations unique to their course. Some teachers may feel more comfortable using a single source for the text (in this case an animation/film) however students may be invited to have more individual choice with sources.

Note: A film has been used as the "text" source for this CLA, however any text source will work. Teachers are encouraged to use this option as a possible root to Differentiated Instruction opportunities for the varied students they may have.

Context

The process of critically analyzing and deconstructing varied texts is crucial for comprehension. It is also imperative to the creative process. To create a good presentation, one must first observe a good presentation. In film, one can only become a better film maker by studying the films of others (both good and bad film). The ability to deconstruct empowers students with strategies to understand process and be able to use it effectively. Proper communication skills are essential and should be taught consciously. Students are not only intelligent, discriminating consumers of culture, but more importantly producers of culture.

Strategies

It is assumed that students have prior knowledge, understanding and experience with viewing movies for the purpose of "meaning", separate from viewing material for entertainment.

Instructional Progression
Teachers will:
- Outline/describe/teach the concepts and use of the Critical Analysis Chart using handouts provided.
- Outline/describe/teach the terms outlined in the Vocabulary handout. Teachers may feel it necessary to take the vocabulary sheet and use a short text (film) to indicate actual examples of terms (for example show students what a pan or tracking shot looks like). More materials for film can found at filmdictionary.com and imdb.com. Teachers can also utilize the handout entitled Film Analysis Guidelines. This handout provides prompting questions to assist students in directing their viewing of the movie.
- Present text material (animation/film) to class. It is recommended that teachers use film strategies and assist students in completing a Critical Analysis Chart (with prompting questions). Teachers should stop the film and provide insight as students work through

chart. It might also be valuable to ask students to then view the film on their own in an uninterrupted fashion.
- Teachers may use vocabulary material to create a pencil/paper test.
- Collection of completed charts (see also the extension activity if required).
- An evaluation rubric has been included to assist in the summative marking of the chart.
- Teachers may also use this material as the basis for a presentation. This material is further outlined in a separate CLA.

Assessment and Evaluation of Student Achievement

Strategies/Tasks *(add rows as required)*	Purpose *Assessment for Learning (diagnostic, formative)* *Assessment of Learning (summative, evaluation)*
1. Self check	Students use this tool to ensure proper strategies are being used effectively as well as learning skills.
2. Film Criticism Rubric	Summative evaluation tool used by teacher to ensure learning has taken place.
3. Optional Film Analysis Guidelines	Teachers have the option of collecting responses to the guiding questions for assessment, evaluation or completion.
4. Optional Test/Quiz	Assessment or evaluation of specific vocabulary.
5. Optional Extension Activity (using Film Criticism Rubric)	Summative evaluation tool used by teacher to ensure learning has taken place.
Assessment tools Self Check List Critical Analysis Chart Rubric (Film Criticism Rubric) Pencil/Paper test (teachers can produce their own material for this or resources are available at http://www.media-awareness.ca/english/resources/educational/handouts/television_radio/camera_shots_answers.cfm)	

Additional Notes/Comments/Explanations

The example of "text" used here is an animation/film – a movie. However, this source material can be as varied as the students in your room. It can also vary based on students Employment Sectors or a major area of focus specific to your High Skills students co-op placement. A list of various text has been previously mention but teachers who are comfortable with the material should welcome and encourage students to bring forward texts that they are personally interested in or is an actual text from their Sector.

Teacher and students should also note that the Critical Analysis Chart material is only one process of critiquing text. The end goal is for students to have a strategy to critically analyze and deconstruct multiple, varied forms. It is also important to note that not all of the stages listed in the chart are necessarily applicable to all forms. Students will become more familiar with the procedural nature of the process and will eventually be able to form their own stages – spending more or less time in each stage.

Resources

Authentic workplace materials This CLA has been produce with the concept of any material being applicable. The document here utilizes an animation/film (movie) but the goal is that this structure, strategy will adapt to any materials the teacher or student may bring to it.
Human resources Speakers are available via the Business Education Partnership of Waterloo Region – Communitech. Contact Alayne Hynes, Program Manager at 519-888-9944 ext 47, e-mail alayne@communitech.ca for details or visit www.bus-edpartnership.org.
Print   *I, Robot* by Isaac Asimov ISBN-10: 0553294385   *War of the Worlds* by H.G Wells ISBN-10: 0375759239   *Monster: Living Off the Big Screen* by John Gregory Dunne ISBN-10: 0679455795   *Sound of Thunder* by Ray Bradbury ISBN: 0060785691   *Survival Ship* by Judith Merril ISBN: 9780919588073   **BD 1 11 86** by Joyce Carol Oates   *Do Androids Dream of Electric Sheep* by Philip K. Dick ISBN-10: 034504475   *Ender's Game* by Orson Scott Card ISBN: 0812532538   *Television Production Handbook 10th Edition* by Herbert Zettle ISBN-10: 0495501883   *The Studio* by John Gregory Dunne ISBN-10: 0375700080   *Final Cut: Art, Money, and Ego in the Making of Heaven's Gate, the Film that Sunk United Artist* by Steven Bach ISBN-10: 1557043744
Video   *Up Close and Personal: The Photographer* (National Geographic)   *Who Killed the Electric Car*   *The Great Train Robbery*   *I, Robot*   *I Am Legend*   *The Island*   *The Matrix*   *Star Wars*   *Blade Runner*   *Transformers*   *The Dark Knight*   *Ironman*
Software
Websites   - http://www.cybercollege.com as a resource for TV production information and script writing, samples, crosswords, etc.   - http://www.cybercollege.com/fire.htm for sample news scripts   - http://accad.osu.edu/womenandtech/Storyboard%20Resource/ for storyboarding

- http://electronics.howstuffworks.com/how-to-tech/build-a-computer.htm How Stuff Works - How to Build a Computer
- http://memory.loc.gov/learn/lessons/97/photo/analysis.html for the Photographic Analysis Guide
- http://www.kenney-mencher.com/a_checklist_for_analyzing_movies.htm for A Checklist for Analyzing Movies
- bus-edpartnership.org
- imdb.com (an internet data base for biographical information on films as well as film actors and film makers)
- filmdictionary.com
- medianetwork.ca
- NFB.ca (a collection of short and full feature Canadian films)

Other

Accommodations

Teachers are again encouraged to use DI strategies where applicable. However, it must be noted that teachers are responsible for ensuring that the outlined expectations are met. Teachers and students should also create a dialogue with the Sector instructor. This should create an open atmosphere that will promote more contextual learning opportunites.

List of Attachments

All of the handouts and support materials for this CLA are included in one single attachment: *Critical Analysis Chart.doc*