



**UNIT DESIGN**

**Designer Name(s):**  
**Subject Area:** English  
**Unit Title Focus:** Sound Media  
**Estimated Amount of Instructional Time:** 3 – 4 weeks  
**Additional Context:**

**Date:**  
**Grade Level(s):** 10  
 Academic, Applied, possibly  
 Essential

**DESIRED RESULTS**

**Established Goals**

To create a Media Studies and Oral Communication unit around sound media that works for both ENG 2D and ENG 2P; to make learning goals / essential questions explicitly aware to students during learning process.

**Enduring Understandings**

1. **Sound creates different meanings for different audiences.**
2. **Listening is essential to communicating.**
3. **I can create/produce a variety of media that manipulate sound.**
4. **I recognize my strengths and weaknesses in interpreting a variety of media texts**

**Essential Questions**

**OVERARCHING QUESTION: Why should I listen?**

- A) What sounds create meaning? Why are sounds created?
  - B) How do I understand the messages I hear?
  - C) How does sound carry or create meaning?
  - D) Are some sounds nicer than others and to whom?
  - E) What is the purpose of sound products?
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- A) What is listening?
  - B) Why do I need to be able to do it?
  - C) How can I do it well?
  - D) What can I learn from the media by listening to it?
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- A) Why am I creating and who is it for?
  - B) What medium best suits my purpose and audience?
  - C) What process will I use to plan and create a clear and coherent product that...?
  - D) How do I present something so that it will have the appropriate impact/the audience will listen appropriately?

*Strengths:*

- What are my strengths as a listener?
- What is the strongest component of my product and why?
- What strategies did I successfully use...?
- What am I most proud of?

*Weaknesses:*

- For me, what is the hardest part about listening?
- What is a weakness of my media product?
- What am I least satisfied with?

*Next Steps:*

- How can I improve as a listener?
- What strategies do I need to improve in order to create a quality media product?

## Knowledge and Skills

From *The Ontario Curriculum, English, Grades 9 and 10 (Revised 2007)* :

### Oral Communication:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Media Studies:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## ASSESSMENT PLAN

Performance Tasks	Other Evidences
<p><b>INDIVIDUAL PODCAST PROJECT</b></p> <ul style="list-style-type: none"> <li>• Students will create and plan a Podcast of a specific length for a target audience of their choosing using appropriate tone, style (mode) and content that will engage that audience</li> <li>• Students will record this in digital format and present it for the class (small focus group presentations).</li> <li>• Students will reflect on this work; students will also participate in discussion in focus groups to discuss effectiveness of each others' projects.</li> <li>• Can be scripted, but must be planned (outline, focus) Use RAFTS (Role, Audience, Form, Topic, Style) to guide planning</li> </ul> <p><b>Assessment Guidelines (Rubric)</b>            K – form, style elements (figurative language, sounds), literary/ media terminology (target audience, special effects , podcast – planning) U – relationships among facts, ideas, concepts and themes</p> <p>T - Use of Planning/ Processing Skills to analyse and synthesize (creation of product) and to inference, interpret and evaluate (as audience member); Use of creative/critical thinking processes – oral discourse, research, metacognition, creative process (using critical thinking skills to: discuss, analyze, etc.)</p> <p>C – Expression and organization of oral media; Communicates for audience and purpose appropriately; Uses conventions (volume level, sound effects distinguishable, voice, proper use of recording, use of technology) appropriately for an oral media product</p> <p>A – Applies knowledge and skills in a familiar context (podcast elements all included); Making connections – self, text, world – product connects in a certain way (choice)</p>	<ol style="list-style-type: none"> <li>1. Listening is essential to communicating               <ul style="list-style-type: none"> <li>• “Survival” Game – cooperative yet competitive activity</li> <li>• Ticket Out the Door (3 strategies I learnt today, 2 barriers I present to listening, 1 strategy I will use this week to listen more effectively)</li> </ul> </li> <li>2. Sound creates different meaning for different audiences               <ul style="list-style-type: none"> <li>• Quiz (Sound Quiz)</li> <li>• Jigsaw Activity</li> <li>• Group Work Skills and Listening Reflection</li> <li>• Organizer Creation</li> </ul> </li> <li>3. I can create/produce a variety of media that manipulate sound.               <ul style="list-style-type: none"> <li>• Unit Culminating Task</li> <li>• Reflection on Product Creation</li> </ul> </li> </ol> <p><b>Note:</b> this unit links directly into the Course Culminating Task (differentiated for 2D and 2P).</p>

## LEARNING PLAN

### 1. Listening is essential to communicating. (Intelligent Listening)

- A. *What is listening?* Listening vs. Hearing, Passive vs. Active listening, review Communication Model – Activity-based exploration (i.e. Categories game: create situation with barriers to listening, Game: create “wall” with group of students, another group must get sound through), discussion questions to de-brief, what gets in the way of listening skills
- B. *How do I do it well?* Barriers to listening, strategies for listening, intelligent listening (paraphrase, connect, show they are listening, ask clarifying questions) – A,B, - games, discussion
- C. *Listening is a survival skill* – cooperative game idea, riddle, ‘detective’ game (groups, each student in group the same character), discussion – other Q’s are covered PROOF
- D. *What sound media is out there? What can I learn from the (sound) media?* - brainstorm list of sound media , compare and contrast

PAUSE: **#4 Metacognitive break**, 3-2-1- activity, ticket out the door (3 strategies for intelligent listening, 2 barriers I create, 1 way to implement strategy)

**Transition:** What do the media do for me? (begin to identify purposes [entertains, informs, persuades], tone, style)

### 2. Sound creates different meaning for different audiences

- A. Listen: Students will listen to variety of sounds and interpret their meaning (Activity based: discovery stations / bell quiz, name that sound) Consider resources: *Peter and the Wolf, Star Wars, Fantasia*
- B. Messages in Sounds: Connotation and Denotation  
Strategies for listening: Listening vs. hearing, communication model, active vs. passive
- C. Purposes for sounds (modes), tone
- D. Judging sounds – personal response, Tone (consider using comedy – Bob Newhart, Bill Cosby), packaging a sound to manipulate a response (villain – tone; listen to TV’ film clips without sound or picture); how do different audiences perceive sound differently? (i.e. male vs. female responses)
- E. Have students analyse and interpret a variety of sound products -PERSUADE- radio advertisements, news reporting, jingles (ear worm), editorial , EXPOSITORY- interviewing, news reporting, NARRATE – poetry, story, anecdote EXPRESSIVE – poetry, soundtrack, playlist music

**PROOF:** (Quiz via activity stations/ bell test looking at listening, message, purpose and analysis)  
(Transition Jigsaw)

**Transition:** JIGSAW ACTIVITY Students listen to 5 different radio stations with different music varieties (Country, Top 40, Hard Rock, CBC, Classical, Jazz, Hip-Hop). Class creates organizer from listening sheet to collect class data

PAUSE: Reflection on Group Interaction and Listening (metacognition)

### 3. I can create/produce a variety of media that manipulate sound.

- Podcast Project (see attached sheet)
- Rubric
- SUMMATIVE ASSESSMENT FOR UNIT

PAUSE: Product Reflection (Metacognitive Questions: Strengths/ Weaknesses/ Next Steps)

## RESOURCES

### Books, Plays, Teaching Resources

- See drama dept. for mystery and suspense plays; Transcripts for plays – library
- ENG 2P: Brodtkin, Sylvia z. and Elizabeth J. Pearson. *Seven Plays of Mystery and Suspense*. Englewood Cliffs, NJ: Globe Book Company, 1992. Print.
- ENG 2D (for use with Harper Lee's *To Kill a Mockingbird*): Johnson, Marcia. *Living in Hope: Viola Desmond's Story*. CBC Audio. 2007. CD.
- Christel, Mary T. and Scott Sullivan (eds.). *Lesson Plans for Creating Media-Rich Classrooms*. Urbana, Ill.: NCTE, 2007. Print.
- Kajder, Sara. *Adolescents and Digital Literacies*. Urbana, Ill.: NCTE, 2010. Print.
- Media Awareness Network. *Web Awareness Workshop Series and Reality Check!* 2007. CD-ROM.
- Media Education Project. *Integration. Metacognition. Creativity. Assessment*. Research-based Monograph Series. 2007.
- Ministry of Education. *Media Literacy*. Intermediate and Senior Divisions, 1989. Resource Guide.
- National Council of Teachers of English (NCTE). *Professional Communities at Work: Engaging Media-Savvy Students*. Urbana, Ill.: NCTE, 2010. Print Resource Kit.
- O'Connor, John S. *Word Playgrounds: Reading, Writing and Performing Poetry in the English Classroom*. Urbana, Ill.: NCTE, 2004. Print.
- Richardson, Will. *Blogs, Wikis, Podcasts, and other Powerful Web Tools for Classrooms*. Thousand Oaks, CA: Corwin Press, 2006.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Expanded 2<sup>nd</sup> Ed. Alexandria, VA: ASCD, 2005. Print.

### Listening Resources:

- Brown, Barbara and Patsy Stevens. *A Celebration of Peter Gzowski*. CBC Audio. 2002. CD.
- Glazier, Lynn. *It's a Teen's World: Wired for Sex, Lies and Power Trips*. IDEAS series. CBC Audio. 2009. CD.
- Jansen, Ann and Dagmar Kaffanke-Nunn (Eds.). *2004 Poetry Face-Off*. CBC Audio. 2004. CD.
- King, Tom. *Dead Dog Café*. Volume 1. CBC Audio. 2004. CD.
- MacLean, Stuart. *Planet Boy: Stories from the Vinyl Café Radio Show*. Vinyl Café. 2009. CD.
- Richardson, Bill. *The Best of Richardson's Roundup*. CBC Audio. 2003. CD.
- Stevens, Patsy (Producer). *2007 Poetry Face-Off*. CBC Audio. 2007. CD.
- O'Reilly, Terry. *The Age of Persuasion*. CBC Radio One. <http://www.cbc.ca/ageofpersuasion/> . Podcasts of radio show.
- Waits, Tom. "What's He Building?" *Mule Variations*. 1999. [http://www.tomwaits.com/songs/song/150/Whats\\_He\\_Building/](http://www.tomwaits.com/songs/song/150/Whats_He_Building/). Song lyrics.
- Waits, Tom. "What's He Building?" <http://www.youtube.com/watch?v=nMqXNPsfN50> . YouTube / MTV music video.

## COURSE CULMINATING TASK (Media / Oral Communications component)

### ENG 2P RADIO PLAY

- Groups of 3-5 (depends on number of scenes in play); each group member to prep a different scene (individually assessed)
- Based on a scene from *Seven Plays of Mystery and Suspense*; group will choose one scene to turn into a radio play to formally pitch their product to the class.
- Must include at least one advertisement (Persuasion)
- Narrative based – entertainment

### ENG 2D RADIO PROGRAM BY ISSUE/THEME

- Brainstorm issues/ themes ahead of time; created through readings (one of each: non-fiction, fiction, poem); students to formulate questions to address issues
- Students in groups of 4 (linked by issue / theme)
- Must include at least one advertisement (Persuasion)
- Info Texts and Narrative – Infotainment