

INTERDEPENDENCE & ADVOCACY

Stop Motion Videos for the Chesapeake Bay Watershed

Overview: In this unit, the students of this Exceptional Education science class will learn about the concept of interdependence, as seen in both ecosystems and their classroom and school communities. Students will move from learning about systems as a whole, to their individual responsibility within these systems, and finally to advocating for the health of the system. We will look at artists that address systems, advocate for environmental issues, and utilize stop motion animation. Our exemplar artists will be OK GO, Maya Lin, Susie Ganch, and Hiroshi Fuji. Students will work in groups to create a stop motion video which illustrates what happens when one part of a healthy system is taken away or altered. These videos will specifically address human threats to the biggest watershed in Virginia, the Chesapeake Bay Watershed.

Big Idea: Interdependence

a. *Key Concepts:* Relationships, Responsibility, Advocacy

b. *Essential Questions:*

1. How do we all depend on each other in a system or community? What happens when you alter someone or something?
2. What is my part in our system or community? Why am I important?
3. How can communication help raise awareness? How does advocacy work to improve our communities or systems?

Rationale: Last semester, students learned about cause and effect in the context of kindness. This unit will continue these emphases by focusing on the concept of cause and effect in systems, as well as the importance of healthy relationships. Within ecosystems, every animal has its niche and the abiotic and biotic factors are dependent on one another. Students will create stop-motion videos that illustrate the interdependence of parts in an ecosystem, advocating for conservation within the Chesapeake Bay watershed. During the process of creating these videos in small groups, every person has a job or niche within their system. This will allow students to learn about the overarching concept of ecosystems, and how systems are made up of individual parts. Finally, they will focus specifically on the concept of a watershed and what they can do to advocate for its preservation and conservation.

Target Student Group: 11/12/13-year-old 6th & 7th graders; urban inner city middle school, Exceptional Education Science class (8 students)

Cultural Responsiveness: Within the classroom, Mrs. Valentine and Mrs. Fuller emphasize the importance of seeing one another as members of a family. This unit builds on that foundation and emphasizes working together as a team, acknowledging each other's strengths, showing respect for one another, and making a difference in our community. The class consists of different ages and abilities, and everyone brings their own talents to the table. Working together

to create the advocacy videos will help students appreciate each other and contribute to a healthy classroom atmosphere.

Specific Unit Objectives: Students will communicate their understanding of interdependence within ecosystems and advocate for their environment by creating stop motion videos within groups that specifically address human threats to the Chesapeake Bay watershed. By creating backgrounds out of marbled paper and found objects, building characters out of sculpey, and developing storyboards, they will engage in each step of the filming process, while simultaneously learning about interdependence, the three types of ecosystems, and conservation.

Lesson 1- Introduction to Ecosystems and Interdependence

Objective: We will start by introducing ourselves once more and explain that we will be at Binford Middle School for two weeks teaching about science through art. Students will begin by playing a “human machine game” where each student is a working part of the “machine”. We will talk about what happens when you take one part or person out of this machine or alter it. Students will watch an OK GO video which includes a Rube Goldberg machine. We will talk about these artists and how they use the theme of *interdependence*. We will break down the term interdependence and what that means. In relation to this, students will be introduced to different *ecosystems* including *terrestrial and aquatic* and relate it to our own communities. In ecosystems, everything is reliant on each other, including living and nonliving organisms. We will relate this to students by talking about football or dance teams, which students have expressed interest in. Finally, we will talk about our *niche* within our systems and what we contribute to our communities. We will create artwork which consists of our names in bubble letters surrounded by words or symbols that express these ideas. We will show a claymation video and explain that we will be working in groups to create these videos about our ecosystem in the Chesapeake Bay watershed. Our name art will be included in our title or ending slides for the videos.

Lesson 2- Watersheds & Background

Objective: We will review and solidify the concept of interdependence, with examples provided by students and teachers. After being introduced to the concept of systems and the two different types of ecosystems on day one, students will learn specifically about the aquatic ecosystem of a watershed. We will discuss why water is important and do an experiment about pollution in the watershed. Students will review the concept of interdependence and apply it to their group work; groups will be assigned for the duration of the unit. Students will observe the beauty of the watershed in Maya Lin’s work about the Chesapeake Bay. Finally, we will create our own marbled paper using shaving cream for the backgrounds. I will emphasize that we will cut up the paper later to create our collaborative backgrounds.

Lesson 3- Chesapeake Bay & Storyboards

Objective: We will discuss the concept of cause and effect, and I will remind them of the Rube Goldberg lesson from Monday. Tesni and I will do a skit that involves cause and effect. Then, this scenario will be fleshed out into an example storyboard. The students will learn specifically about the Chesapeake Bay, as well as human threats to it by watching short videos. We will focus on conservation, water quality, and other issues affecting the bay. I will ask them what the causes and effects are in these videos. Next, the groups will receive their scenarios for their stop motion movies. The students will make storyboards within their groups that portray their situations. The scenarios will include: pesticides/fertilizer being put into the water supply, erosion, and factories dumping waste water/sewage. Actual animals from the Chesapeake bay will be included on their handouts for the storyboards. We will emphasize that they are developing the characters on Friday, so they are just focusing on the plot line, including the causes and effects involved in their scenario. Later, they can put a personal touch on their characters by making them resemble themselves in certain details.

Lesson 4- Found Object Environments for our Video Backgrounds

Objective: We will finish our storyboards, go over the production schedule for the rest of our time together, and talk about time management. We will share each group's stories. We will look at artwork by Hiroshi Fuji and local artist Susie Ganch. We will analyze it and discuss what they are made of and why the artists may have used recycled materials to create their work. We will define advocacy as a group and recognize how art can be a tool for advocacy. We will talk about how the purpose of our videos is to raise awareness of problems in our watershed and advocate for change. We will then create found object scenes for our backgrounds. We will also discuss how the environment is not just your physical space, but also the ambiance and feeling of the space. We will talk about what our own part in creating this environment is, and why we are important. In order to finish creating by the end of class, we will talk about delegating tasks and working as a team: i.e. making different parts like the bay floor or props, etc. Students will also consider if they need to make anything for their human intervention; i.e. oxygen bubbles, dirt, pesticides, etc.

Lesson 5- Making our Characters

Objective: Our final class before filming in the next week is to make individual characters that represent each person in the group. Students can choose any animal that resides in the Chesapeake bay and will give it physical characteristics that represent them. I will show examples. We will work with non-drying clay in order to create our characters for our stop motion movies.

Lesson 6- Setting the Stage for Stop-Motion

Objective: The students will review vocabulary from the previous classes, including *watersheds*, *Chesapeake Bay*, and *interdependence*. Students will review the concept of *advocacy*, by watching a skit and identifying the example of advocacy present. Students will watch the example stop-motion video by Ms. Stephen and I, identifying what we added and discovering how we filmed it. Students will watch a slow-motion version to help with understanding the making of the video. Students will watch a demo on how to create additional props and signs, as well as how to use the iPads to create titles. Finally, students will create their backgrounds, props and signs. When done with these, they will be able to start filming their titles for their stop-motion videos.

Lesson 7- Filming our stop motion movie

Objective: We will begin by practicing pronouncing advocacy and doing a snapshot about one thing people know, remember, or can draw about advocacy. We will share our thoughts. Then we will finish making our props, signs, and title page. Once we have finished our individual items, we will set up our stop motion movie station and film our titles. We will be sure to have our storyboard for our parts to organize our thoughts before we begin. I will demonstrate different techniques in movement for stop motion animation. I will also demonstrate parts of the stop motion studio app including the timer and ghost images. We will discuss interdependence once more and exhibit it through Mrs. Blead and I making a skit of division of labor for filming: one person film, one person move, and one person get the next scene ready. We will work for the entire class, talk about Interdependence at the end, and how we all helped each other. We will also be responsible for cleaning up our sets.

Lesson 8- Finishing the Movie!

Objective: The students will review the interdependence example of the machine that they learned in the beginning of the unit. They will imagine themselves as a part of the “machine” and see how this relates to the Chesapeake Bay and their groups. Students will watch a skit of the incorrect way to make a video and identify the problematic areas of moving too fast and not communicating well. Students will then see a correct skit and learn how to slow down when filming, and how to fix problem areas in their videos. Students will finish filming their videos, and will fix any problem areas. Then, students will watch a sound demo and learn how to apply background music and sound effects. Students will choose and apply background music and sound effects. Finally, students will reflect on how they worked together and identify good examples of teamwork during class.

Lesson 9- Closure, Reflection, and Preparation for Premiere

Objective: For our last lesson, we want to reflect, review, get excited for our public premiere, and be able to talk about and be proud of our work. Students will review interdependence (both

in life and in ecosystems) and advocacy (both in life and in our videos for the Chesapeake Bay watershed). We will start with a snapshot activity of drawing. We will then finish our videos by adding any necessary sounds or finishing touches. We will also create a “call to action” end in order to end our videos on a more positive note. Then we will work together to reflect on our experiences as a group working on this lengthy two week project.

Lesson 10- Premiere Party!

Objective: For our premiere we want to reflect, practice our group reflections about our videos, be able to talk about and be proud of our work, and get excited for our public premiere during class. Ms. Bleam and Ms. Stephen will talk about how to present to the public about our videos. We will delegate speaking parts and practice how we will speak. We will introduce our movies, premiere our movies, and also answer any questions from the public. Our goal is to feel proud of what we accomplished and the teamwork it took to get there, while also advocating for the Chesapeake Bay! Ms. Bleam and Ms. Stephen will also give out awards. We will then have a “gallery opening” in the back of the room with all of the artifacts of our videos on display. People are encouraged to ask the artists questions throughout.

Virginia Art SOLS

Grade 6:

- 6.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- 6.8 The student will use modeling, assembling, or carving to create three-dimensional works of art.
- 6.11 The student will describe ways artists contribute to society through their work.
- 6.13 The student will explain the relationship between art-making processes and finished products.
- 6.17 The student will respond to questions about why artists create works of art.

Grade 7:

- 7.4 The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.
- 7.9 The student will create three-dimensional works of art, using various processes to include clay hand-building techniques.
- 7.14 The student will identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.15 The student will apply processes of art criticism to evaluate works of art.
- 7.18 The student will analyze and reflect on the purposes and meaning of art.
- 7.19 The student will describe personal responses to visual qualities of works of art.

Science SOLS:**Grade 6 Living Systems:**

6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include

- a) the health of ecosystems and the abiotic factors of a watershed;
- b) the location and structure of Virginia's regional watershed systems;
- f) major conservation, health, and safety issues associated with watersheds

GRADE 7:

LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include

- c) complex relationships within terrestrial, freshwater, and marine ecosystems

Lesson 1- Introducing Ecosystems and Interdependence (8:30-9:42)***Set up-***

- Set up projector with videos queued up.
- Have my name, objective (ecosystems and interdependence), schedule (game, videos, discussion, artmaking!), and vocab written on board.
- Make sure materials are at hand (markers/paper).

Vocab-

- **Ecosystem:** An ecosystem includes a community of the living things (plants, animals and organisms) in a given area, interacting with each other, and also with their non-living environments (weather, earth, sun, soil, climate, atmosphere).
- **Community:** all the populations of all species living in an ecosystem
- **Terrestrial ecosystem:** on land: deserts, mountains, forests, grasslands
- **Aquatic ecosystem:** in the water: lakes, ponds, rivers, streams, springs, wetlands, oceans, seas
- **Interdependence:** organisms in an ecosystem are reliant on one another as well as on the non-living components, such as soil, water, air & sun
- **Niche:** organism's unique role within the ecosystem

Objective- We will start by introducing ourselves once more and explain that we will be at Binford Middle School for two weeks teaching about science through art. Students will begin by playing a "human machine game" where each student is a working part of the "machine". We will talk about what happens when you take one part or person out of this machine/ alter it. Students will watch an OK GO video which includes a Rube Goldberg machine. We will talk about these artists and how they use the theme of *interdependence*. We will break down the term interdependence and what that means. In relation to this, students will be introduced to different *ecosystems* including *terrestrial and aquatic* and relate it to our own communities. In

ecosystems, everything is reliant on each other, including living and nonliving organisms. We will relate this to students by talking about football or dance teams, which students have expressed interest in. Finally, we will talk about our *niche* within our systems and what we contribute to our communities. We will create artwork which consists of our names in bubble letters surrounded by words or symbols that express these ideas. We will show a claymation video and explain that we will be working in groups to create these videos about our ecosystem in the Chesapeake Bay watershed. Our name art will be included in our title or ending slides for the videos.

Introduction and expectations- (8:30-8:35)

“Hello all! I will introduce myself once more! My name is Ms. Stephen, and this is Ms. Bleam. We are VCU students who are practicing becoming art teachers. We will be here for the next two weeks and will be doing a very exciting art project in conjunction with learning about science. I know you all had an experience with this last semester, how was it? (answer) Throughout the next two weeks we will be creating videos, which we will talk a little about later today! First, we need to go over some ground rules. What are some of the expectations of your classroom? (students answer, write them on the board) Excellent, can you describe these in your own words? (make sure to touch on communication, participation, respect) Great! How do these make your classroom a better place to be in? These rules actually play into our first activity.”

Hook- icebreaker! (8:35-8:45)

Have everyone stand up in the back of the room where it is more open, in a circle. Explain the game: “We are about to make a “human machine”! What does a machine normally look like? What kind of machines do you know about? What is the function of a machine? (answer) Today, we will be the machine. Each person does one repetitive dance. Just like a machine, repeat it over and over. One by one another person will add to that person’s machine. You can stand in line or stand anywhere you want.” Play the game. “Now what happens if you take on part of a machine out or alter it, how does that affect the rest of the machine? Let’s try it. (answer) We are all part of a system or a machine and we all depend on each other to make things run smoothly. This is what our two weeks is all about!”

Teaching Strategy: Game, Discussion

Instructional Input- (8:45-9:00)

“We are going to watch a video with this theme, then discuss the theme. I want you to pay attention to what is happening in the video” Watch OK GO video. “Can someone describe what they saw in the video? (answer) yes! Has anyone tried this at home? This is a musical artist named OK GO who made this music video using a Rube Goldberg machine. How is this machine similar to what we made just now? (answer) What would happen if you took out one of the essential parts to this machine? (answer) Yes! This is called **interdependence**, and this is the whole theme of our two weeks together.” Put the term on the board. “We are going to break down this word. What does dependence mean? What does it mean if you can or need to depend on another person? (answer) Great! Who do you depend on? What does “inter” mean?”

It means between or mutually, or reciprocal. When people are interdependent, that means they depend on one another. All of our parts of the machine depend on each other. This relates to science. What is an **ecosystem**? (An ecosystem includes a community of the living things (plants, animals and organisms) in a given area, interacting with each other, and also with their non-living environments (weather, earth, sun, soil, climate, atmosphere) What do we need to survive? All living things need certain things to survive: food, light, shelter, water, temperature. Think about a pond. You could have a frog, bugs, water, sunlight air, all helping each other live in the pond. All these things in the ecosystem or interdependent on each other. Now there are two types of ecosystems, **terrestrial** and **aquatic**. Can anyone guess what these may be? **Terrestrial ecosystems** are on land: deserts, mountains, forests, grasslands. **Aquatic ecosystems** are in the water: lakes, ponds, rivers, streams, springs, wetlands, oceans, seas. Where does spongebob live? Where do we live? Now if we compare our community to an ecosystem (which can be our classroom, school, family, community) what or who are the different important people in our community. (trashman, electricity, etc) All these living and nonliving things are all dependent on each other. What would happen if we took the trashman away, or turned off the lights? We are part of our systems and our jobs are called a **niche**. A niche is an organism's unique role within their ecosystem or community. Does anyone have any questions so far?"

Teaching Strategy: Video, Discussion

Guided Practice- (9:00-9:05)

"We are going to make many art projects which culminate in one awesome video. So today is our first project. First, let's watch this video". Show stop motion video. "What did you all notice about this video? Did it look like a normal scene? Why? What was different? This artist used everyday objects in order to make a special type of animation called stop motion animation. This means the artist took several pictures of the same object but moved them slightly each time to make them appear like they were moving! We will talk more about this later. We are going to be working in small groups to make stop motion videos about the Chesapeake Bay watershed which is its own ecosystem. We will talk more about this later, but today we have to make our first part of our movies. Who has seen a movie? What are the first parts of a movie? (title, credits, etc.) Today we will be making our names in bubble letters, and illustrate our names with what makes us important members of our ecosystem or community. This is our niche or our unique job." Show example. "Now by looking at mine, what do you think I contribute or I am good at? (making people feel good, kindness, looking out for others, sewing, playing games, laughing, having fun, dancing, listening to music, hanging out) What are some things you all contribute or you are good at?" Show how to make bubble letters.

Teaching Strategy: Video, Brainstorming



Independent practice- (9:05-9:35)

Students will begin working on their names. I will walk around and help or encourage if students are feeling stuck. Sometimes I will ask other students what their friends are good at if they are stuck.

Teaching Strategy: Creation of art



Closure- (9:35-9:42)

“Alright y’all! It’s time to clean up for today. Do not worry if you are not finished, this is something you can revisit if you are ever finished with your work early. Please put markers in the box. I would love if we could all show our artwork and describe one thing about our niche that we are most proud of within our ecosystem.” Everyone shares. “Thanks everyone and we will see you all tomorrow! Mrs. Bleam will be our teacher for the day! Goodbye!”

Materials-

Teacher supplies: Projector, laptop, dongle, OK GO video, stop-motion video, example of bubble letters project, paper and marker for rules

Student supplies: Paper, pencils, markers, black sharpies

Differentiated Instruction- Nyasia will participate in all parts including “human machine” game, video watching, discussions, and instructions. For the art portion she will have one on one help in creating her letters, and then discussing how she would like to decorate them/how she contributes to her community. Nyasia likes to trace and color things so we will help draw a faint outline of her name so she can do the rest on her own as she chooses.

Assessment- There will be a few discussions which ask questions about how our communities relate to ecosystems. This will help me gauge if students understand the terms ecosystems and interdependence. With the artmaking and the resulting closure question, I will know if students understand their niche within their community.

Media-

OK GO Rube Goldberg: <https://www.youtube.com/watch?v=qybUFnY7Y8w>



Stop motion example: https://www.youtube.com/watch?v=qBjLW5_dGAM



Lesson 2: Watersheds & Backgrounds (72 min)

Set up

- Cover tables with brown paper!
- Setup watershed activity w/ plastic containers, trash bags, glitter, aluminum foil, water, water containers & water droppers (Get big bowl of water!)

- Get paper marbling station supplies divided up and ready (tray, shaving cream(2), paper, combs, cardboard, newspaper)
- Set up projector with video queued up & picture easily available
- Have my name, objective (Watersheds), schedule (Review, Experiment, Watersheds, Surprise Art Activity!), and vocab (*watershed, tributary, river, Chesapeake Bay*) written on board.

Vocab

- **Aquatic ecosystem:** in the water: lakes, ponds, rivers, streams, springs, wetlands, oceans, seas
- **Interdependence :** organisms in an ecosystem are reliant on one another as well as on the nonliving components, such as soil, water, air & sun
- **Watershed :** land where all streams and rivers flow into one body of water
- **River :** large, moving freshwater stream
- **Tributaries :** smaller streams that flow into the river
- **Chesapeake Bay watershed :** Virginia's (very large) watershed!

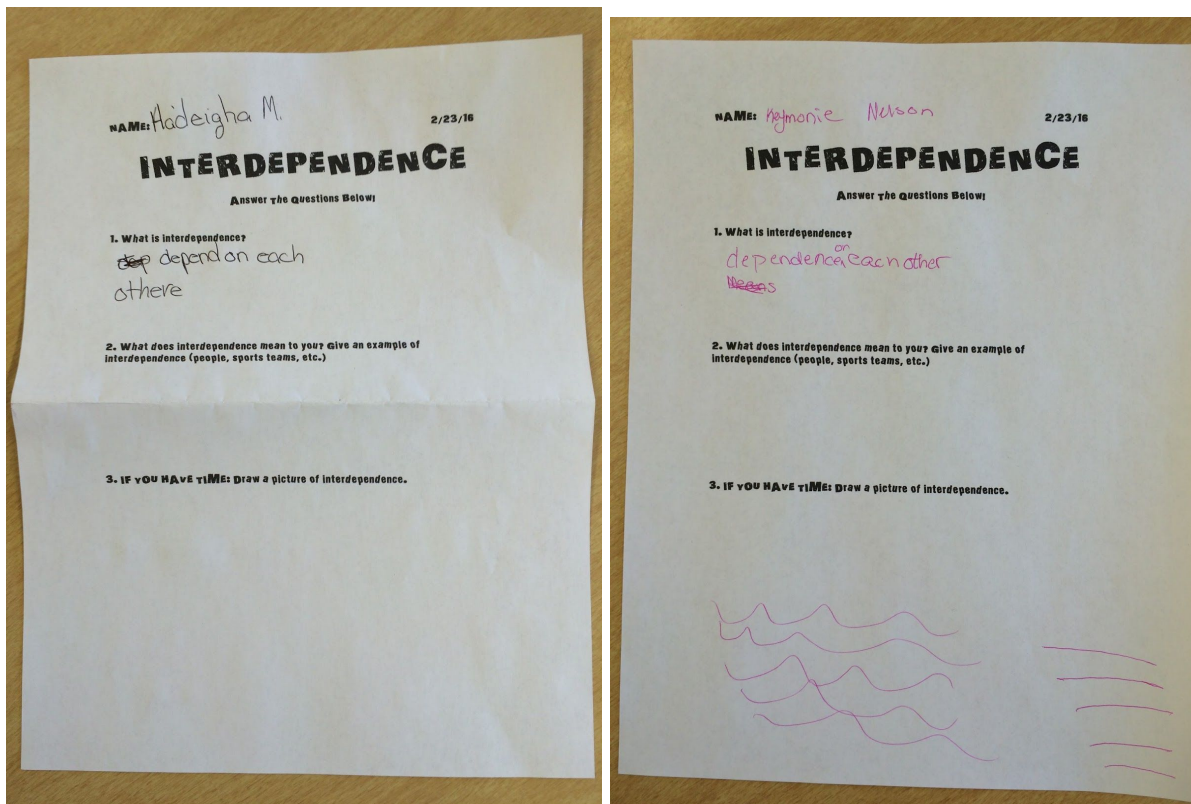
Objective- We will review and solidify the concept of interdependence, with examples provided by students and teachers. After being introduced to the concept of systems and the two different types of ecosystems on day one, students will learn specifically about the aquatic ecosystem of a watershed. We will discuss why water is important and do an experiment about pollution in the watershed. Students will review the concept of interdependence and apply it to their group work; groups will be assigned for the duration of the unit. Students will observe the beauty of the watershed in Maya Lin's work about the Chesapeake Bay. Finally, we will create our own marbled paper using shaving cream for the backgrounds. I will emphasize that we will cut up the paper later to create our collaborative backgrounds.

Hook- Review: (8:30-8:40)

The schedule will be written on the board (Review, Experiment, Watersheds, Surprise Art Activity!), as well as the vocabulary for the day: *watershed, tributary, river, Chesapeake Bay*. As students come in, they will answer the questions about interdependence. (What is interdependence? Give an example of interdependence. If you have time, draw a picture of what interdependence means to you.) The teacher will circulate, ensuring that students remember the discussion from yesterday and are giving thoughtful answers to the questions. Then, I will re-introduce myself and we will review the rules that we established yesterday, specifically going over what being interdependent, or a unit means. " Hello everyone! I am Ms. Bleam, and I am friends with Ms. Stephen and I will be teaching today! We are going to do some really fun art activities, but I REALLY need your cooperation so we will be able to do them. It's really important that we follow the norms and everyone participates so you can show me you are ready to do the activity. So let's review the rules/ norms we established yesterday: What does it mean to be a unit? What should you do if someone else is talking? What should you do if the teacher is talking and you have something to say? Should one person be talking all

the time? Why/ why not? How do you react to what others say? (Students answer). Students share answers to handout.

Teaching Strategy: Independent Practice, Discussion



Guided Practice- (8:40-8:50)

"Does anyone remember the "e" word that we talked about yesterday?? (Ecosystem) (Write on board.) Well, today, we are going to talk about a very specific type of aquatic ecosystem called a *watershed*. (Point to word on board) But first of all, we need to think about why water is even important. Most of the time, I'd like you to raise your hands, but this time you can call out. Everybody think for a minute, and come up with one way you use water. Ok, what are some ways that you can think of that we use water? (Write on board). Where does water come from? (Students answer). A watershed is an entire area of land that drains into a body of water. We are going to try to make our own watershed today. So I'd like everyone to stand up, and come to the table, and I will need some volunteers to help me with this. (Plastic containers and cups covered with trash bags inside of large plastic container) This represents all of Virginia. (Blue ridge mountains, etc.) We are going to put pollutants on the tops of the mountains and on the high ground that will drain to the watershed, which in this case is the Chesapeake Bay." Do the demonstration, have kids help with placing the pollutants (Watercolor and paper), using the droppers/pouring.

At the end: "Where did the pollutants go? What happens if the water becomes polluted, or unusable?" (Students answer)

Teaching Strategy: Demonstration, Discussion

Instructional Input - (8:50-9:10)

"Okay, let's look more closely at this concept of a watershed, now that we know how it works.

Show Video of Watershed

What is a river? Tributary? (Students answer.) A river is a large stream of freshwater; tributaries are smaller streams that flow into the river! All of these then flow into the large body of water. In Virginia, it is the Chesapeake Bay.

Picture of Maya Lin's work--Maya Lin is an Asian American contemporary artist who became famous when she was only 21 for winning a competition to design the Vietnam Veteran's Memorial! She loves landscape, and wants to present the beauty of it as well as bring awareness to problems that exist. This is her work on the Chesapeake Bay, and she made it using satellite imagery of the bay, because it is one of her favorite waterways. Have Ms. Stephen go around and show the computer to the students, since the projector is broken.

Talk about working in Groups: "Ok, who remembers the "i" word we talked about at the beginning of class?? (Interdependence). Great, so I am about to assign groups that you will work with for the next few weeks while we are here. I want us to practice *interdependence* in these groups. So, I don't want you to complain when you hear your group because first of all, everyone in here is really cool, and secondly, because it hurts people's feelings!! (How would Tesni feel if I said, DARN! I DON'T LIKE MY GROUP! I HAVE TESNI IN MY GROUP!" If you really have a problem with your group, you can talk to us privately. But I think they are all going to be great!) And also, we are going to all contribute, that is really important, just like an ecosystem or machine...(What happens if one part of the machine is missing?)"

Assign groups: 1) Nyasia, Keymonie, Hadeigha 2) Zayquan & Kaylap & Noelle 3) Terrell & Malachi

Within these groups, we will do an activity in order to create the backgrounds for your videos. "Ok, I would like everyone to come around this table and I will demonstrate, and then we can get set up at our separate stations." Show examples.

Partners should be helping others, in keeping with our theme of interdependence. At the end, we will all help clean up, since we are all part of a unit. (Throw away newspaper, paper covering tables (if necessary), put watercolors back, shaving cream caps replaced, etc.)

(Give students materials to set up stations-- foam trays, shaving cream, watercolors, list of steps)--tell your teacher if you want a different color the second time, and they can get it, or ask the other group! (Try something from the colors at your table the first time)

Teaching Strategy: Lecture, Discussion, Demonstration

Independent practice- (9:10-9:30)

Students marble paper at set up stations, teachers monitor each station w/ 3 groups. Teachers ensure that students follow printed steps.

Paper Marbling Steps:

1. Teacher squirts shaving cream onto the foam tray
2. Pick colors you want to use, and put little dots or dashes, VERY quick, NOT a lot
3. Use the swirling tools to create patterns
4. Lay the paper down and press down a little bit, but not all the way
5. Pat it in circles, like patting an animal
6. Pull it up from the short side and lay it straight onto the newspaper
7. Pull the cardboard down it to remove the shaving cream (may have to do twice)
8. Reset the shaving cream layer (by smoothing)
9. *Fold the newspaper around the cardboard and throw away
10. *Paper in a safe place to dry (floor with brown paper)

*can be done by a partner

Teaching Strategy: Independent Practice, Art-making



Cleanup-(9:30-9:35)

Interdependence: Everyone help get stations clean. Throw away newspaper, paper covering tables (if necessary), put watercolors back, shaving cream caps replaced, clean foam trays, tools placed inside

Closure- (9:35-9:40)

“Ok, everyone help clean up!” (Bell rang before closure occurred.)

Materials-

Teacher supplies: laptop, projector, dongle, example paper marbling

Student supplies: demo--plastic containers, 6 small and 1 large, trash bags, glitter, watercolors, water droppers, paper cups

paper marbling--watercolors (share), shaving cream(6), foam trays(3), cardboard (8), brown paper, newspapers cut apart, combs

Differentiated Instruction-

Nyasia will participate in all the activities, including the intro, demo, watching the video, and paper marbling. She can draw a picture of interdependence during the intro instead of writing--focus on teamwork and she will have extra assistance during the paper marbling. There is a variety of kinesthetic (hands-on), verbal (discussion), visual (whiteboard & video) activities.

Assessment- There will be questions throughout: during the review from last class, teaching of the watershed and demo.

Media- Watershed video <https://www.youtube.com/watch?v=QOrVotzBNto>

Maya Lin photo

**Lesson 3- Chesapeake Bay & Storyboards (72 min)**

Set up

- connect laptop and prepare videos
- ensure markers, handouts, final paper are handy
- intro questions on desks

Vocab

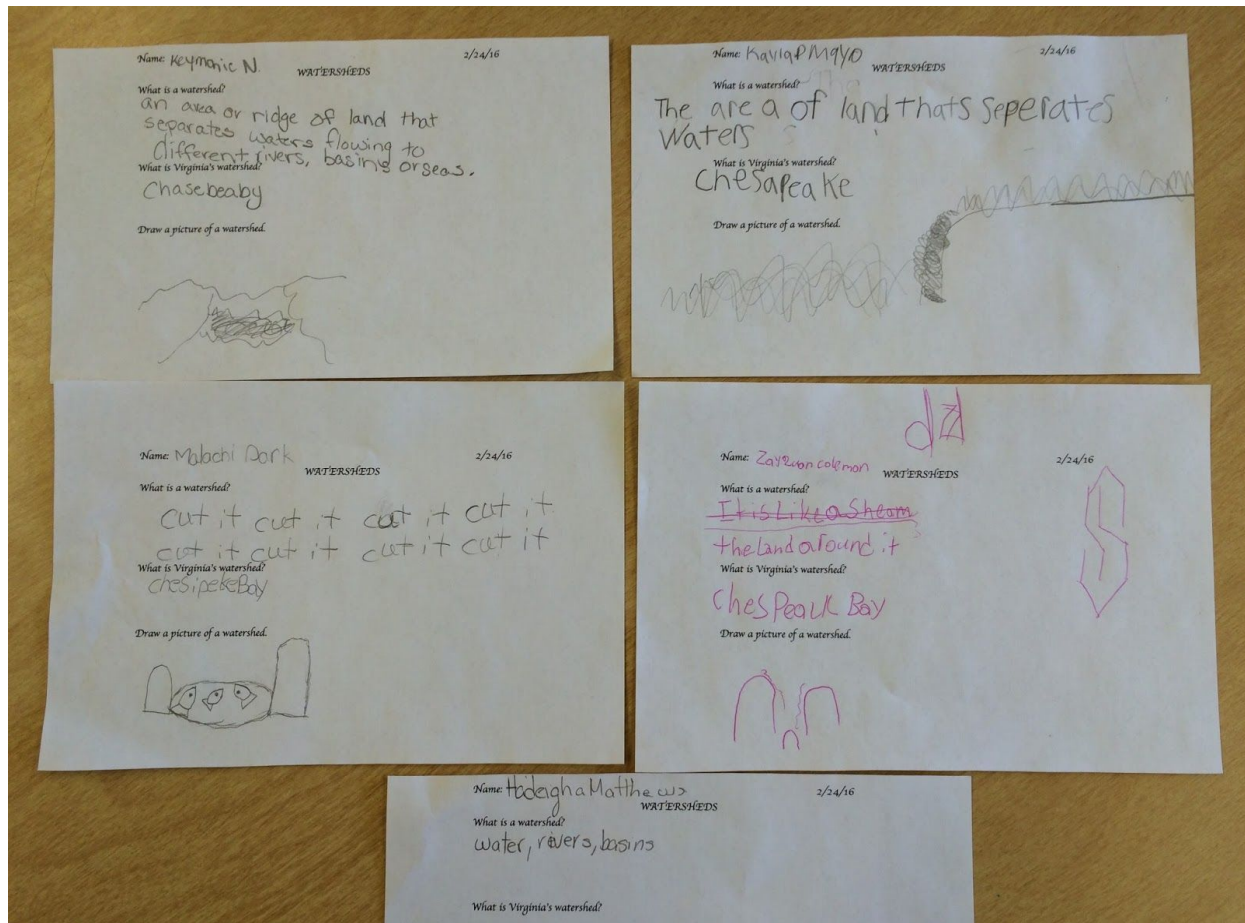
- **Interdependence** : organisms in an ecosystem are reliant on one another as well as on the nonliving components, such as soil, water, air & sun
- **Watershed** : land where all streams and rivers flow into one body of water
- **Chesapeake Bay watershed** : Virginia's (very large) watershed!
- **Conservation**: protecting nature (reduce reuse recycle)
- **Cause & effect**: something that happens because of something else

Objective- We will discuss the concept of cause and effect, and I will remind them of the Rube Goldberg lesson from Monday. Tesni and I will do a skit that involves cause and effect. Then, this scenario will be fleshed out into an example storyboard. The students will learn specifically about the Chesapeake Bay, as well as human threats to it by watching short videos. We will focus on conservation, water quality, and other issues affecting the bay. I will ask them what the causes and effects are in these videos. Next, the groups will receive their scenarios for their stop motion movies. The students will make storyboards within their groups that portray their situations. The scenarios will include: pesticides/fertilizer being put into the water supply, erosion, and factories dumping waste water/sewage. Actual animals from the Chesapeake bay will be included on their handouts for the storyboards. We will emphasize that they are developing the characters on Friday, so they are just focusing on the plot line, including the causes and effects involved in their scenario. Later, they can put a personal touch on their characters by making them resemble themselves in certain details.

Hook- Review (8:30-8:40)

The schedule will be written on the board (Review, Skit, Cause & Effect, Chesapeake Bay, Storyboards!), as well as the schedule for the remaining time: W: Storyboards R: Found Objects F: Make Characters, Next Week: Film & Viewing!, and the vocabulary for the day: *cause & effect, Chesapeake Bay, conservation*. As students come in, they will answer the questions about watersheds. (What is a watershed? land draining into a body of water. What is Virginia's watershed? Chesapeake bay. Draw a picture of a watershed.) The teacher will circulate, ensuring that students remember the discussion from yesterday and are giving thoughtful answers to the questions. "We really loved the paper that everyone made yesterday and are so proud of how helpful and engaged everyone was. We hung them up as a reminder of what you can do! So when you think you're not an artist or you can't do something during this unit, remember that you made that!! Let's remember that "p" word today—participation. Everyone is interdependent and working as one unit today! Today we'll work on raising hands. Go over the handout.

Teaching Strategy: Independent Practice, Discussion



Guided Practice- (8:40-8:50)

"Does anyone remember the music video that we watched on Monday, with all of the weird things happening?? Can anyone explain to us what was happening in the video? (Students answer) Did something just happen on its own, or were they connected? What would happen if one thing didn't happen? COOL, this is called *cause and effect* (point to board). We are going to talk more about this today. To demonstrate this for you, I would like to ask Ms. Stephen to come up for a short skit! Tesni poking me, laughing, Tesni pokes more and more, faster and faster, then finally I get angry and stomp away.

OK, so what was the effect in this skit? What happened? (What was my reaction at the end of Tesni poking me?) What was the cause? WHY did I get so upset, (her poking me, particularly faster and faster!)

Okay, let's each take a few minutes and think of our OWN examples of cause & effect (go around.) Something that happens BECAUSE of something else. I am tired BECAUSE I went to bed at 2 am.

Cause-why something happened/ Effect-what happened

Teaching Strategy: Demonstration, Guided Questioning

Instructional Input - (8:50-9:00)

"So now that we understand cause and effect, let's look at how human actions are a threat to the Chesapeake Bay. During the video, I would specifically like you to look for causes and effect. So look for what is happening (usually a bad thing) and then discover what caused it."

Show videos, discussing each one afterwards. "What happened? What was the cause? What was the effect?"

Explain conservation: protection of nature

"Each group will be assigned one of these threats to the bay."

Talk about working in Groups: "Ok, who remembers the "i" word we talked about at the beginning of class?? (Interdependence). We are going to all contribute, that is really important, just like an ecosystem or machine...(What happens if one part of the machine is missing?) Everyone will have a JOB! (You don't only do your job though; you will also help with other things.) The jobs are: writer—write down what is happening in each scene. Illustrator—draw the pictures in each scene. Enhancer—make it beautiful, add borders, color, etc!! You don't have to include the background, but you do need to include other things in the video (like algae, factories, etc.) The character drawings can be very general, but if using animals you need to choose ones from the Chesapeake Bay (in handout). We will be developing these in more detail on Friday!"

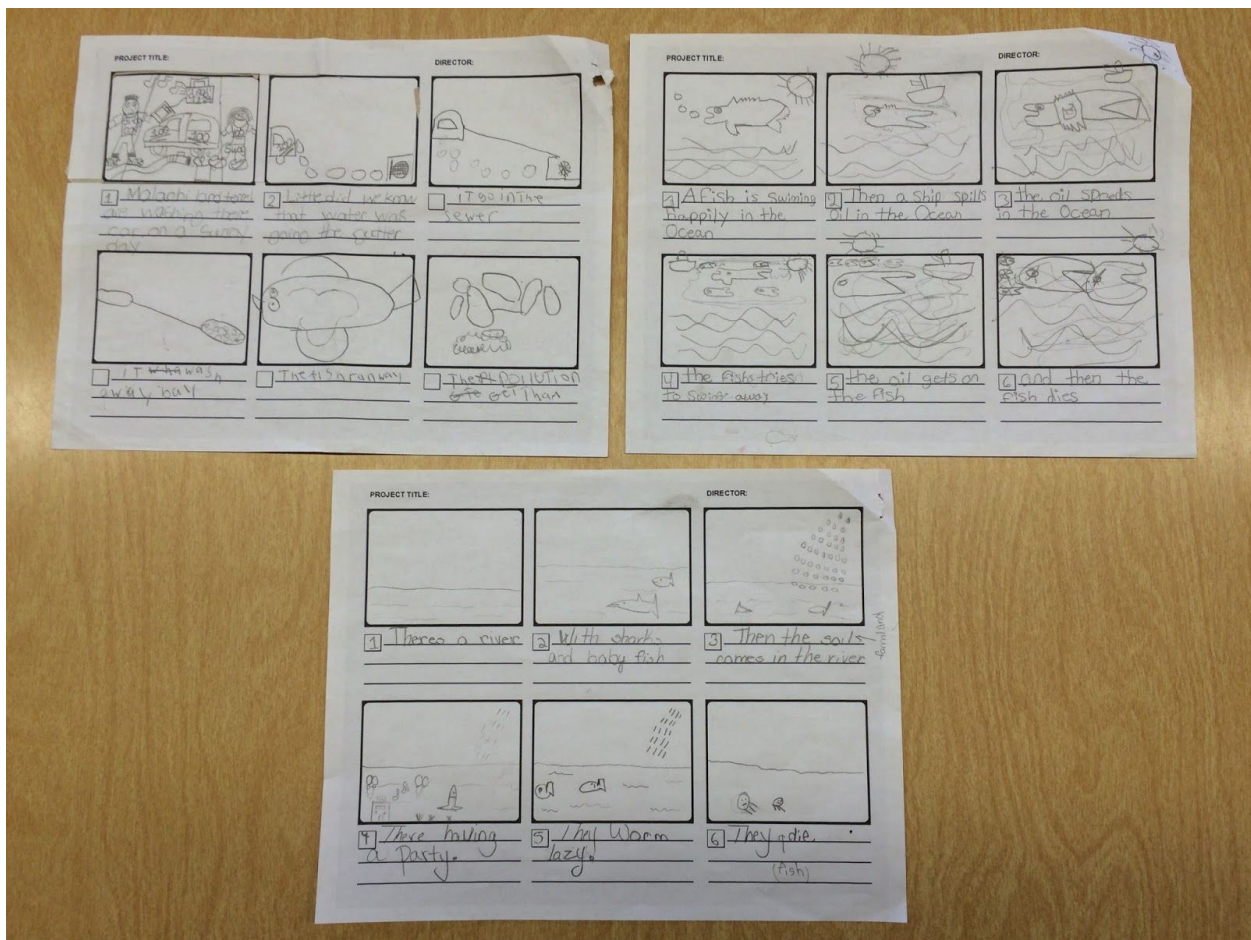
"Within our groups, we will create our storyboards. A storyboard is something that filmmakers use to plan scenes in a movie, and we will use them to plan our videos. Here is an example storyboard I made about Tesni & I, about the poking skit in the beginning of class. What if instead of being a person, I was a fish? And what if, instead of pushing me with her foam finger, Tesni was dumping bad chemicals into the water where I live? What would happen to me then? (What would be the cause? What would be the effect?) Here is another one I made about the fish and chemical situation.

Teaching Strategy: Lecture, Discussion, Demonstration

Independent practice- (9:00-9:35)

Students work in groups to create small storyboards about their situations. If they have extra time, They can work on their names for the credits!! I will circulate and help students understand their scenarios and how to map them out (practice AND final).

Teaching Strategy: Independent Practice, Art-making



Closure- (9:35-9:40)

“Everybody hand me your storyboards!” (Closure was moved to next class-->explain the situation in your video.)

Materials-

Teacher supplies: laptop, projector, dongle, example storyboards (mine) (others)

Student supplies: intro handouts, storyboard handouts, final paper, markers, pencils

Differentiated Instruction-

Nyasia will participate in all the activities, including the intro, (she can draw a picture of water), watching the videos, and the storyboard. She can be the enhancer. There is a variety of kinesthetic (hands-on), verbal (discussion), visual (whiteboard & video) activities.

Assessment- There will be questions throughout: during the review from last class, teaching of cause & affect, human threats, and the summative closure question: explain your situation.

Media- Videos of human threats to bay

Erosion/Sediment http://www.chesapeakebay.net/videos/clip/bay_101_sediment

Stormwater <https://www.youtube.com/watch?v=PDxsPP3nkI>

Algal Blooms <https://www.youtube.com/watch?v=UGqZsSuG7ao>

Lesson 4- Found Object Environments for our Video Backgrounds (8:30-9:42)

Goal: Try to call on people with hands up, try to get everyone to participate (including 7th graders)

Set up-

- Set up projector with photos queued up.
- Have my name, objective (Conservation and Advocacy), schedule (share storyboards, finish storyboards, videos/pictures, discussion, artmaking!), and vocab (watershed, advocacy, conservation) written on board. Have schedule for creating videos written on board (name plates/background/storyboard/props/characters + next week: filming!).
- Make sure materials are at hand (3 separate bins of found objects and glue/tape), storyboard worksheets/name sheets, examples of plants and animals for inspiration.

Vocab-

- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **Conservation:** protecting nature (reduce reuse recycle)
- **Advocacy-** support of something you care about or think is important

Objective- We will finish our storyboards and go over the production schedule for the rest of our time together. Talk about time management. We will share each group's stories. We will look at artwork by Hiroshi Fuji and local artist Susie Ganch. We will analyze it and discuss what they are made of and why the artists may have used recycled materials to create their work. We will define advocacy as a group and recognize how art can be a tool for advocacy. We will talk about how the purpose of our videos is to raise awareness of problems in our watershed and advocate for change. We will then create found object scenes for our backgrounds. We will also discuss how the environment is not just your physical space, but also the ambiance and feeling

of the space. We will talk about what our own part in creating this environment is, and why we are important. In order to finish creating by the end of class, we will talk about delegating tasks and working as a team: i.e. making different parts like the bay floor or props, etc. Students will also consider if they need to make anything for their human intervention; i.e. oxygen bubbles, dirt, pesticides, etc.

Greetings and hook!- (8:30-8:40)

“Hello all! So happy to be here again today! I want to introduce a new person in the room, her name is Dr. Wolfgang. She is here to observe me today. Can anyone tell me what we were working on yesterday? (Storyboards!) Excellent, may I please have one person per group tell me and the class what your story is, and then what you added in order to make it your own or make it funny. (Sharing) Thank you for sharing, because we need to finish the storyboard in order to move onto our next phase, we will continue working for 15 minutes on our storyboard. This is our schedule for completing our stop motion animation by the end of next week. We have created our backgrounds, we are continually working on our name plates, and now we are creating our storyboards. We will only create these small storyboards due to time. We use this as our plan in order to create our videos. Why does a person making a movie need a plan? Later today we will create parts of our scene with recycled objects and tomorrow we will work on creating our characters out of clay. If you finish your storyboard, or are waiting to work on it, please work on your nameplate. What does our name plate have on it? (describe) Yes, it has symbols and pictures for things that you contribute to your community or things that you care about or are good at. Does anyone have any questions?”

Teaching Strategy: Discussion, sharing

Independent practice- (8:40-8:55)

Students will work on their storyboards or name plates. I will walk around and help or encourage if students are feeling stuck. I may ask how students are adding their own flare to their story. Or I will ask what they are excited about or think is funny about their story.

Teaching Strategy: Creation of art

Instructional Input- (8:55-9:10)

(Giva a five minute warning at 9:05) “Alright everyone! We are stopping this at the moment. Do not worry if you are not finished, we just need our story board or plan. The name plates can be worked on when you have time. Please put everything in the center of the table. Please rotate your seats so you can see the projector. Alright, we are going to be art detectives now. What is a detective? (great!) Our job as art detectives is to look closely at the artwork I am about to show you. We will discover mysteries about it as I ask you a few questions. I need everyone’s help in figuring it out, okay? (Show picture of Susie Ganch’s work from far away) What do you see here? What is it made out of? Do you have a guess? Use your art detective eyes, as there is a mystery here. (Discuss) (Show picture of close up) This work is made of coffee lids. Does anyone drink coffee here? How about sodas? Where do all your lids go? This artist’s name is Susie, do you think she got a box of new lids and created this art? (No) Why, how can you tell? (You can see lipstick and coffee) Why do you think she chose to make this work with old coffee

lids? This was her choice so she had a reason for it.. she could have used clean coffee lids from a box. Where does all your food trash go? How much trash do you think we produce? She is making something beautiful out of all this trash that people usually throw out. How do you feel about this art, Do you think it's beautiful or not? Why? Do you think it's interesting if you don't think it's beautiful? Why? Susie Ganch is an artist from Richmond. A similar piece hangs at the Quirk hotel, you could go see it up close yourself. She is concerned with how much trash we throw away and how it affects the environment, so she makes art so people talk about it.. just like we are doing now. Let's look at one more. (Show Hiroshi Fuji's work from far away) How about this one. What do you see? What is it made out of? Raise your hand. As an art detective, why do you think this artist chose to create these dinosaurs out of old toys? Hiroshi Fuji is also concerned with how much trash and plastic we throw away. He is from Japan and he not only creates art but he also organizes events where children can exchange their toys instead of throw them away. Does anyone ever do this? Give toys or clothes to friends or family? Both of these artists are advocates for the environment. Does anyone know what **advocacy** is? Advocacy is support of something you care about or think is important. Both of these artists care about the environment, and **conservation** of the environment. Conservation is protecting the environment. The purpose of our video is to raise awareness of problems in our watershed and advocate for change. Does anyone have any questions so far?" (write advocacy and conservation on the board)

Teaching Strategy: Slides, Discussion

Guided Practice- (9:10-9:15)

"So today we will be making props for our videos out of found or recycled objects. Tomorrow we will make the characters, for example the fish, crabs, etc, out of clay. Who can remember what the pollution was made out of in the video from yesterday? (plastic bags) yes! What does found object or recycled materials mean? (answer) Yes, this is all junk that I found in my house or got from my work. The scene for our movies will be flat, and we will hold the ipad over top of it. So all of your props will lay on top of your paper background. I made these plants out of these discarded things. How do you think I made this? (guess) Yes, I used tape and glue. Does this look like a realistic plant? (No) Why might I have chosen to make it look all funky like this? (reason) Yes, because it's fun! We can use wild colors in our stories or have funny things going on. These videos are about us, as well as about advocating for the environment. We will value creativity, having fun, and using our imaginations, nothing has to look perfect or realistic here. There are lots of pictures on your table for inspiration.. but these are just starting points, you can be creative with your plants and things. You can tape things or glue things, or cut things out and string them together or attach them. Like I said, we will be looking at creativity. It is important like I said before that we manage our time. That means you have to work quickly but also take pride in your work. I want everyone to contribute at least one plant or object to the video. If you need to make something like rain or pesticides or dirt, think about what that may be. Are there any questions? Get started and work hard! Working on our time management is important. We have 20 minutes today" (pass out materials)

Teaching Strategy: Instructions



Independent practice- (9:15-9:35)

Students will begin working on their found object plants or objects for their videos. I will walk around and help or encourage if students are feeling stuck.

Teaching Strategy: Creation of art



Closure- (9:35-9:42)

“Alright y’all! It’s time to clean up for today. Do not worry if you are not finished, we can work on this tomorrow. Thanks everyone and we will see you all tomorrow! Goodbye!” (The bell ended our class early so there was not much closure)

Materials-

Teacher supplies: Projector, laptop, dongle, slideshow with example of found object sculptures

Student supplies: name plates, markers, storyboards, pencils

Differentiated Instruction- Nyasia will participate in all parts including creation of nameplate, discussions, and the creation of found object props. For the art portion she will have one on one help in creating her props. She likes creating things with found objects.

Assessment- There will be a few discussions which ask questions about how artists are advocates. This will help me gauge if students understand the terms advocacy and conservation. With the resulting closure question, I will know if students understand advocacy and conservation.

Media-

Susie Ganch



Hiroshi Fuji



Lesson 5- Making our Characters (8:30-9:35)

Goal: Emphasize interdependence

Set up-

- Have my name, objective (Interdependence), schedule (example, demonstration, artmaking!), and vocab (interdependence, niche, watershed, advocacy, conservation, relief) written on board. Have schedule for creating videos written on board (name plates/background/storyboard/props/characters + next week: filming!).
- Have example of set ready.
- Make sure materials are at hand: clay, examples of plants and animals for inspiration.

Vocab-

- **Interdependence:** organisms in an ecosystem are reliant on one another as well as on the non-living components, such as soil, water, air & sun
- **Niche:** organism's unique role within the ecosystem
- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **Conservation:** protecting nature (reduce reuse recycle)
- **Advocacy:** support of something you care about or think is important
- **Relief:** a slightly raised work of art that is only seen from one side

Objective- Our final class before filming in the next week is to make individual characters that represent each person in the group. Students can choose any animal that resides in the Chesapeake bay and will give it physical characteristics that represent them. I will show examples. We will work with non-drying clay in order to create our characters for our stop motion movies.

Greetings and hook!- (8:30-8:35)

“Hello all! So happy to be here today! Can someone tell me about the artists we looked at yesterday? (answer) Yes, they used recycled materials. Why did they use recycled materials? (Conservation!) **Conservation** is protecting nature. They were creating this art because they were advocates for nature. What is **advocacy**? Advocacy is supporting something you care about. Why are we making these stop motion videos? (answer) Great, let's get started.”

Teaching Strategy: Discussion

Instructional Input- (8:35-8:45)

“Today we want to have a lot of time to work because next week we need to begin to make our videos. This requires **time management**. We talked about this briefly yesterday, what does this mean? (Watching our time in order to finish by the end of the allotted class time). Wonderful! This is a great time to talk about **interdependence**, as we all have to work together in our groups in order to finish our project today. How are we using or exhibiting interdependence within our groups? (answer) Yes! We are all helping each other finish our specific parts. Today we are going to create our characters out of non drying clay. This is special clay for claymation

because it does not dry. This clay we can keep manipulating throughout the whole project. Alright, this is my character, what do you notice about it? (It's a starfish!) Yes, it's a starfish, what else do you notice? (It has your hair and smile!) Yes! I made a starfish that resembles a starfish in the Chesapeake Bay. You can choose any fish or animal that you want that is in the bay. There are sheets at your table that show you lots of options. Each person will have their own character, and it will be an animal from the bay, but it has to have unique qualities to you. Do you remember the term **niche**? (answer) Yes, it means that every person is unique and has their own job or purpose within an ecosystem. We want our characters to be unique to us, so add some flair! It can be a hat, or a shirt, or colored hair, or colored nails! Get creative, this doesn't have to be realistic!"

Teaching Strategy: Discussion, Examples

Guided Practice- (8:45-8:55)

"I'm going to tell you a few things about creating your characters. We want the characters to be a **relief**. Does anyone know what the art term relief means? A relief is not fully three dimensional like this person (show example), it is close to the surface but also raised. (show example). When we look at our set up (show setup) we can see that the iPad will be up here and we have to make everything flat so it can move along the paper and be seen by the camera. So remember that we only need to see it from one side, not from all sides. I will first draw a very simple drawing of my character on this piece of paper, and I want to make it lifesize. That way I have a plan to follow. Then I am ready to create my character. When I create something out of clay, I like to think of the shapes that it is made out of many shapes. I break things down into shapes. I also like to use the tip of my pencil in order to get detail. Remember that this is the size of our set, so your pieces have to be about this size. After you have made your clay pieces, you can also cut out some of your drawings to use in your claymation video as well. Our main goal is to finish our characters today. Are there any questions?"

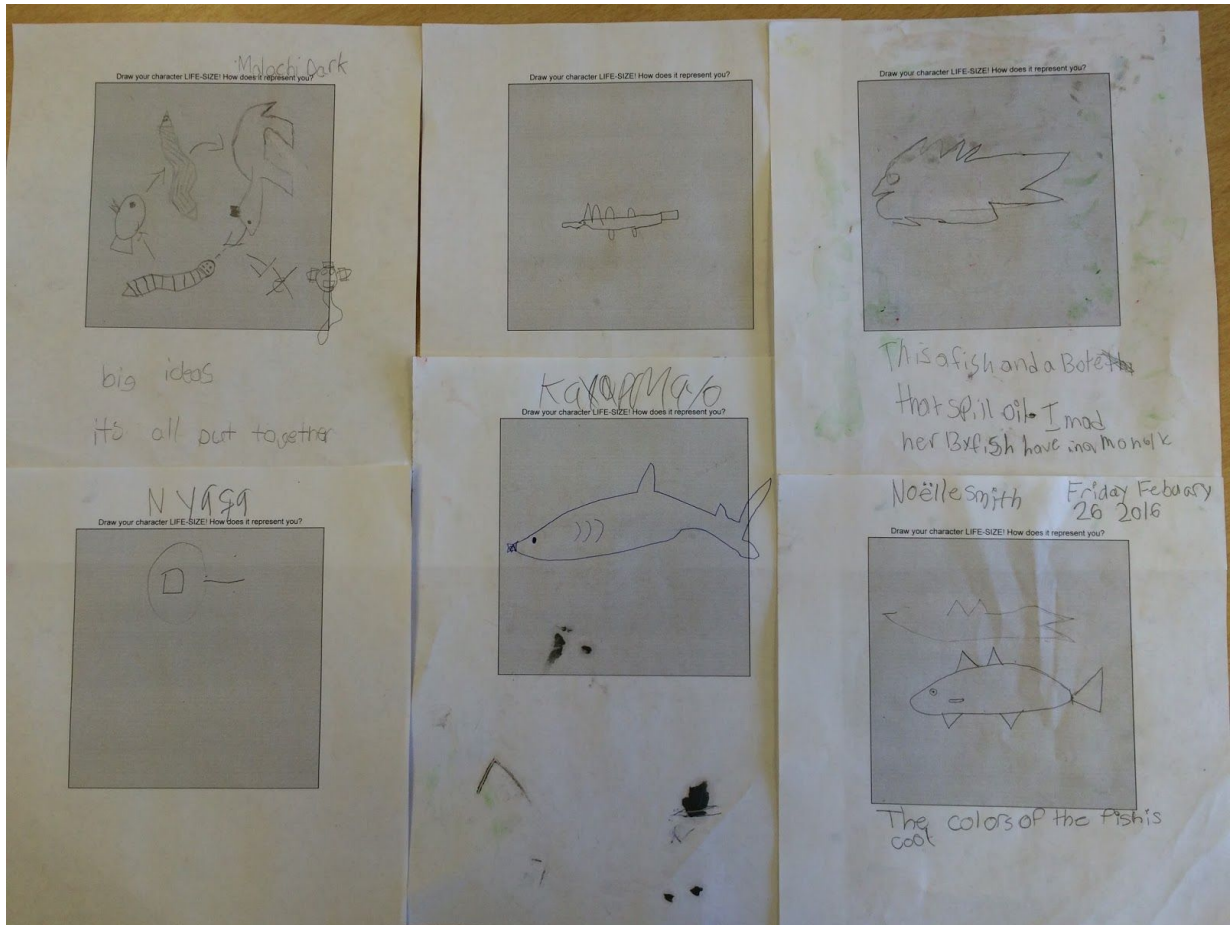
Teaching Strategy: Instructions



Independent practice- (8:55-9:30)

Students will begin working on their clay. I will walk around and help or encourage if students are feeling stuck.

Teaching Strategy: Creation of art





Closure- (9:30-9:35)

“Alright y’all! It’s time to clean up for today. I would love if we could all walk around and see what people have so far. How did we help each other or use interdependence today? (answer)
Thanks everyone and we will see you next week to begin filming! Goodbye!”

Materials-

Teacher supplies: My example of relief and 3d character and working set design

Student supplies: clay, examples of plants and animals for inspiration. If time: name plates, markers, storyboards, bins of found objects and glue/tape/scissors.

Differentiated Instruction- Nyasia will participate in all parts including discussion and art making. Today will be less talking and more creating! If she is not into clay, we can work more on found object plants which she enjoyed. For the art portion she will have one on one help in creating her character. She loves hands on experience, so I'm hoping she likes clay.

Assessment- We did not address closure last class, so I will assess understanding of advocacy and conservation at the beginning of class. We will also revisit interdependence with questions of understanding in the introduction and at the end.

Lesson 6- Setting the Stage for Stop-Motion (72 min)

Set up

- Ask another teacher to be in skit, tell them their line ("Why are you picking on starfish? Maybe you should learn more about them! They are really cool.")
- Prep: tape iPads down, get them set up, set up station @ round table
- Add construction paper and tissue paper to lids, arrows in each one, bubbles for titles, add scissors & glue sticks, storyboards
- List on board: SCHEDULE: Review, Skit, Example Video, Demo, Make background and props, Make intro title, GOALS for Today: 1. Make background 2. Make props and signs 3. Make title VOCAB: watershed, advocacy, interdependence
- Connect laptop and prepare videos

Vocab

- **Watershed** : land around waters that drain into one large body of water
- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **Advocacy:** standing up for something, telling others about it
- **Interdependence** : relying on each other

Objective-The students will review vocabulary from the previous classes, including *watersheds*, *Chesapeake Bay*, and *interdependence*. Students will review the concept of *advocacy*, by watching a skit and identifying the example of advocacy present. Students will watch the example stop motion video by Ms. Stephen and I, identifying what we added and discovering how we filmed it. Students will watch a slow motion version to help with understanding the making of the video. Students will watch a demo on how to create additional props and signs, as well as how to use the iPads to create titles. Finally, students will create their backgrounds, props and signs. When done with these, they will be able to start filming their titles for their stop motion videos.

Hook- Review & Skit- (8:30-8:40)

The schedule will be written on the board (Review, Skit, Example Video, Demo, Make background and props, Make intro title), as well as goals for Today: 1. Make background 2. Make props and signs 3. Make title, and the vocabulary for the day: *Watershed, advocacy, interdependence*. I will greet students as they come in. "Hey guys! Great to see you again. You may remember Dr. Wolfgang from before, and she is here again today, observing me! So she'll be watching and she's really nice so you don't need to be stressed!"

When they are in the room, I'm going to review the vocabulary. I will remind them of the definition of watershed. Then, I will ask what Virginia's watershed is. (Students Answer). I will explain that in the Chesapeake Bay, interdependence between plants and animals occurs. "What is interdependence? (Students answer.) Yes, and plants and animals are interdependent on each other as well as the non-living factors like air and soil and sunlight. We are also interdependent on each other. Everyone think for a minute, can anyone give an example of how they've seen interdependence between people, possibly even in their group or the classroom? (Students answer).

We are going to be doing a lot of this today in our groups! Ms. Stephen and I have seen some really cool examples of this last week that we wanted to mention:

*In Noelle and Zayquan and Kaylap's group, Noelle was writing and Kaylap and Zayquan were working together to draw the characters!

*I noticed that in Terrell & Malachi's group, Malachi started the storyboard, and Terrell kept going on it and also made plants when Malachi was absent, so they'd be ready for the next step.

*Keymonie & Hadeigha were figuring out how to make Sponge Bob together, and Nyasia contributed a LOT of wonderful characters to the mix, the most characters of anyone!!

Finally, I will ask them why we are making the videos. I will remind them about advocacy: "WHY are we making these videos? What is advocacy? (Students Answer) Advocacy is basically standing up for something & telling others about it. I will ask them to look for the example of advocacy in the skit. Then, we will do a collaborative Advocacy Skit:

(Backwards baseball cap)

Me: Hey Ms. Stephen

Ms. S: Hey

Me: Hey, Ms. Stephen, what's up with your starfish character??

Ms. S: I don't know. I like it.

Me: I mean, what is it anyway? A star or a fish? It can't even decide!

Ms. S (looks sad)

Me: It's so weird though! It has like 5 arms or something?? They're all wiggly and going different directions (wiggle arms)

Ms. S: Starfish are cool!

Me: Starfish are so 7 minutes ago.

Ms.--: Hey, why are you picking on starfish? Maybe you should learn more about them! They are really cool.

Ms. S: Smiles

Me: Whatever, walk away

Ask questions:

“Raise your hand if you saw an example of advocacy in the skit! (If necessary: What did I do in the skit that made Ms. Stephen sad? What did Mrs. Valentine do? How did it make Ms. Stephen feel when Mrs. Valentine intervened?)

Instead of standing up for someone, you are standing up for the Chesapeake Bay! All of our water drains there, and we want to keep it clean. Another part of advocacy is telling other people about it, which is also why we are doing the videos.”

Teaching Strategy: Review, Discussion, Skit, Questioning

Instructional Input- (8:40-8:45)

“Over the weekend, Ms. Stephen and I made our own advocacy video! Do you remember when you were art detectives the other day? Well I’d like you to think about that again, and practice your observation skills. First of all, try to figure out what happens in the video, the story. Also--when I was little, I would do these games where I looked at two pictures and had to spot all the differences between the two! Did anyone else play those games?--Ok, well, you have seen the elements of Ms. Stephen and I’s video that we already had made, like the plants and characters, so this time I want you to try and discover what elements we made and added over the weekend!)

What happened in the video? (Beginning, Middle, End)

What were the parts we added—was anyone able to find them? (backgrounds, signs, titles, props)

Why do you think we added these (It helped it make sense)

What did you like? What was your favorite part?

Play slow motion version (Show :20-1:00, explain how we gradually did things, moved elements up, to know for the future). Now Ms. Stephen and I will show you an example of how we made the title!

Teaching Strategy: Video, Discussion



Instructional Input and Guided Practice- (8:45-8:55)

“Ok Everyone! Come over to the round table, get to a place where you can see, and Ms. Stephen and I will do a demo of how to make a cool title for your video! Ok, so first I want to explain the setup here. We prepped our work station by getting all our props and materials ready, as well as our background. How did we make our background? (cut & combined them) We also made arrows that said what happened. We have arrows for you as well as clouds for your titles. We also cut the tissue and construction paper we would need. (Show them the parts) So these steps are what you need to do first. We aren’t going to give you your iPad stations until you have everything ready because then you’ll be prepared!!

How many people have used ipads before? COOL! You'll be the experts during this session. We are going to be looking down through the iPad camera, so it is important that it stays in the same place and doesn't move, and all activity will be going on below.

1. IPADS ARE FRAGILE—We need to be really careful with these, as Dr. Wolfgang was so kind as to get them for us, and we are borrowing them especially from VCU just for you guys because we think you're awesome!
2. Turning it on—hold the small button on the top right down, slide to unlock
3. Accessing the app—swipe right, stop motion, blue app
4. Starting a new video—welcome video, back button, arrow on left, purple plus sign, Red button to take pics
5. Making the title--Short or long? Catchy?
6. Add letters step-by-step, one at a time
7. (Demo adding letters, communicating)
8. Play button-->triangle to review
9. When done-->exit video (triangle) and app, changes save automatically, hold down button again and swipe to turn off.

*"Notice that Ms. Stephen and I are working together. COMMUNICATION is a big part of being part of a team or unit. We are asking: "Ready??" etc. (Someone could be writing, someone else taking pictures, someone else getting ready for next scene.) Try to make it work efficiently--which means quickly and well. You have to figure out a system that works for you and your teammates!

TIPS:

LONGER IMAGES: take more pictures of your subject!

FINGER: If you get it in the shot, cool! No problem! (We did that, too).

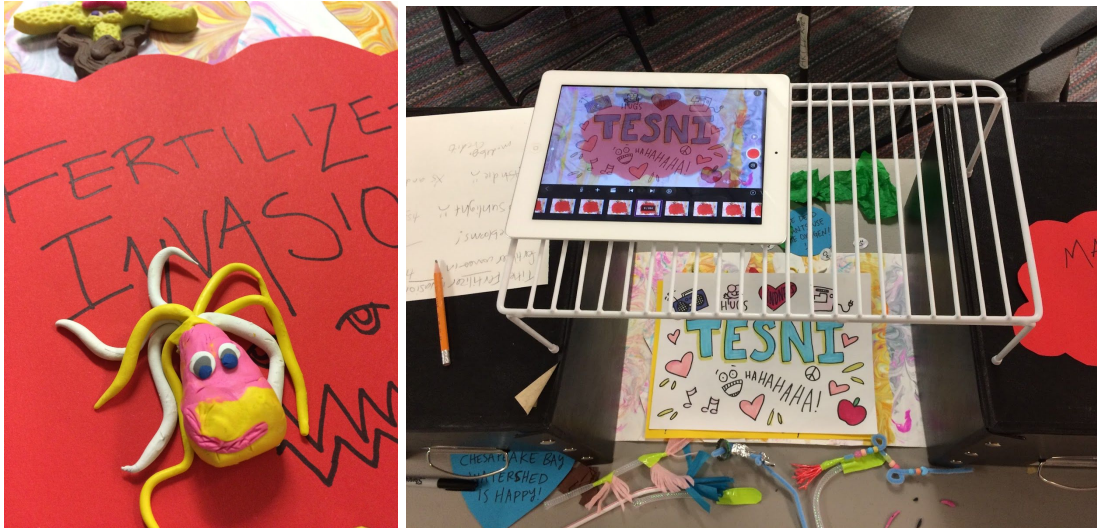
LIGHTING: Where you stand might be important, we found this in our video.

**REVIEW WHAT TO DO IN WHAT ORDER (Them tell me)

*TODAY: The main goal is to finish everything you'll NEED: background and props. When you're done with this, raise your hand and check it with a teacher before starting filming (we won't give you an ipad until you have everything.)

*Work as a team, I'll be looking for examples of good teamwork!! (shout outs)

Teaching Strategy: Demonstration, Guided Questioning



Independent practice- (8:55-9:25)

Students will move into their groups, make backgrounds and props, signs. The teacher(s) will circulate and help as needed.

*When ready, students will raise hands and get iPads delivered by teachers (check that background, props, and signs are complete first)

Teaching Strategy: Independent Practice, Art-making

Cleanup- (9:25-9:30)

Return all items you want to keep to trays, all materials you are working on. Everything you are not using, return to us or throw away.

Closure- (9:30-9:35)

What is advocacy? (Verbal question).

Materials-

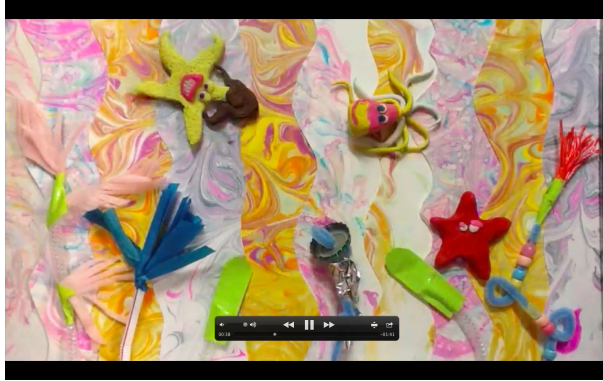
Teacher supplies: laptop, projector, dongle, backwards baseball hat

Student supplies: cut arrows & clouds, construction paper, glue sticks, tissue paper, boxes, iPads charged and ready, storyboards for reference in lids

Differentiated Instruction- Nyasia will participate in all the activities, including watching the skit and videos, and getting the scenes ready. She can use the glue stick to put glue on the papers. She can also continue working with clay and making props and characters if she likes. It will be a good amount of hands-on time, so hopefully she will enjoy that! There is a variety of kinesthetic (hands-on), verbal (discussion), visual (whiteboard & video) activities

Assessment- There will be questions throughout: during the review from last class, advocacy skit, video watching, and the summative closure question, What is advocacy?

Media- Our Stop motion Video!



Lesson 7- Filming our stop motion movie (8:30-9:35)

Goal- emphasize interdependence & advocacy, film a portion of our movie

Set up-

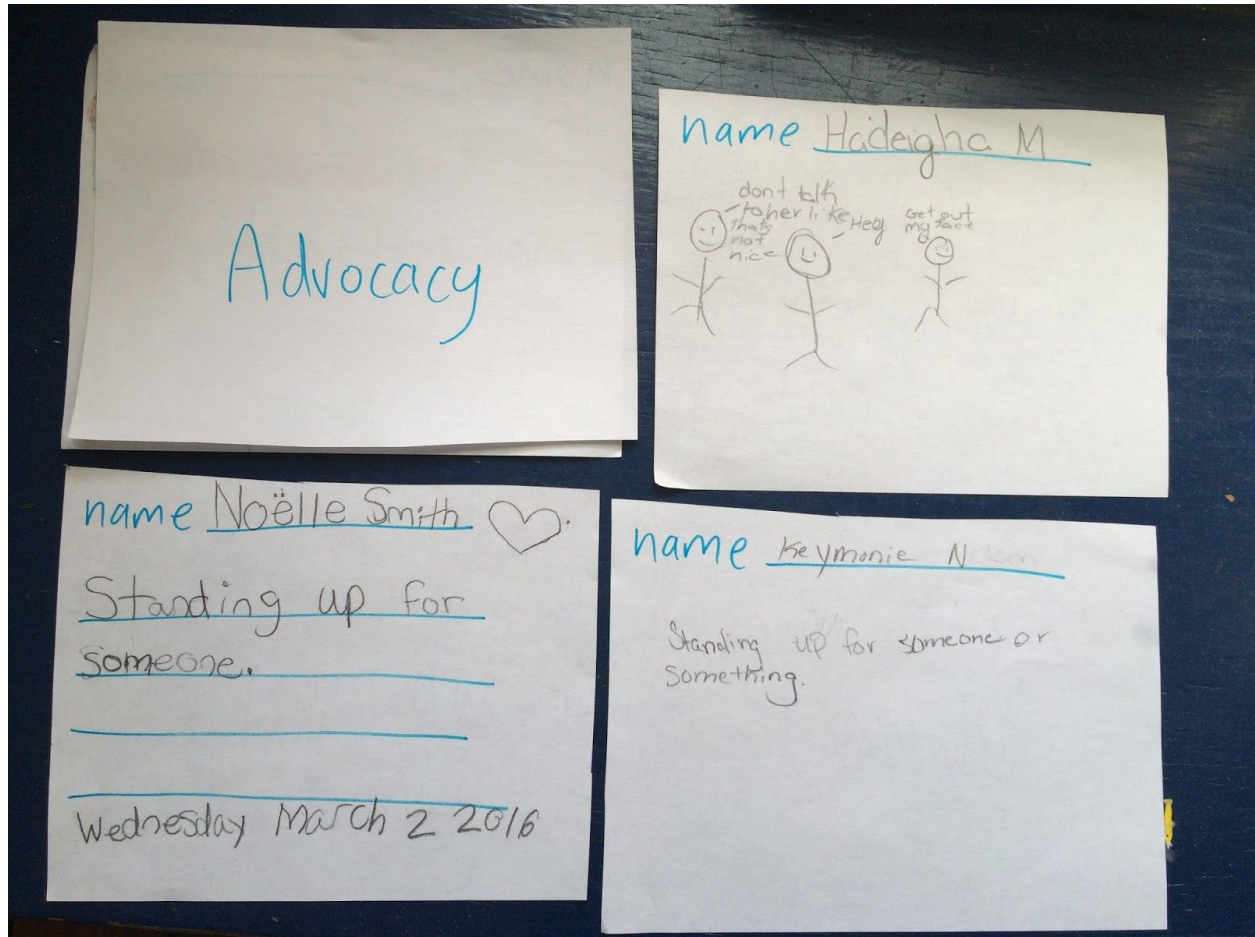
- Have my name, objective (Interdependence & advocacy), schedule (snapshot, finish movie parts, film title, demonstration, free work time, closure), and vocab (interdependence, advocacy, watershed) written on board. Have SOL written on board:
 - 6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems: major conservation, health, and safety issues associated with watersheds.
 - LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment: complex relationships within terrestrial, freshwater, and marine ecosystems.
- Make sure materials are at hand: Bins of all their parts for their video. My set up on the back round table.
- Tape iPads to stands.
- Make index cards with Advocacy written on them

Vocab-

- **Interdependence:** organisms in an ecosystem are reliant on one another as well as on the non-living components, such as soil, water, air & sun
- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **Advocacy:** support of something you care about or think is important

Objective- We will begin by practicing pronouncing advocacy and doing a snapshot about one thing people know, remember, or can draw about advocacy. We will share our thoughts. Then we will finish making our props, signs, and title page. Once we have finished our individual

items, we will set up our stop motion movie station and film our titles. We will be sure to have our storyboard for our parts to organize our thoughts before we begin. I will demonstrate different techniques in movement for stop motion animation. I will also demonstrate parts of the APP including the timer and ghost images. We will discuss interdependence once more and exhibit it through Mrs. Bleam and I making a skit of division of labor for filming: one person film, one person move, and one person get the next scene ready. We will work for the entire class and talk about Interdependency at the end, and how we all helped each other. We will also be responsible for cleaning up our sets.



Greetings and hook!- (8:30-8:35)

“Hello all! How was everyone’s day off? Did anyone vote? Haha! I’d like everyone to take out a pencil and write one thing you remember about the word advocacy on the back of this note card. First though, let’s practice saying it. We will share them in a few minutes. Alright, What is **advocacy**? Advocacy is supporting something you care about. Why are we making these stop motion videos? (answer) Great, let’s get started.”

Teaching Strategy: Individual thinking, writing, sharing

Instructional input & Independent practice- (8:35-8:50)

“We will work on finishing all of our parts, our arrow describing things, and our title page. Once you have figured all of this out, discuss it with a teacher in order to get your iPad to set it up.

You all will be responsible for setting up your iPads. Let’s look at how I set up my station.

Remember:

- The iPad is very fragile
- Pay attention to the light
- Work together and communicate when hitting your button
- Keep your paper still unless you want it to wiggle or zoom in

When you have finished creating your title, raise your hand and one of us will come view it! We are so excited to see them! Let us know if you have questions!” Students will begin working on filming. I will check in on groups and see how they are progressing.

Teaching Strategy: Creation of art

Instructional Input- (8:50-9:00)

Once most groups have finished their title we will begin the next demonstration. Queue up slow motion version of video. “Alright, if you are not finished with your title, do not worry! You can come back to it in a moment. We are going to go over a few things and then keep working. Let’s take a look at the video again and watch a few techniques that Ms. Bleam and I utilized. I want you to guess how we made each one, ready?” I will stop and ask at:

- moving slowly
- wiggling
- zooming in
- moving many things at once
- moving down the page
- algae blooming
- the sheet of darkness

“When we begin our movie, we consult our storyboard. This helps our process run more smoothly. Ms. Bleam and I will demonstrate a few of these things. As we work, we rely on each other and communicate. This is very important. Say things like “Okay, I’m ready!” and “Hold on a sec”. Please and Thank you are also very important. As we do the demonstration I will be sure to hit on:

- starting a new movie
- making an image last longer
- the onion skin
- how to play it back

Ms. Bleam and I will be suggesting ways to work better together, but also looking for and complimenting ways that you all are working well together! You all have done a great job so far! Alright, are you all ready? Have fun! Raise your hand if you need help! Or if you have an idea you are trying to realize but can’t figure out!”

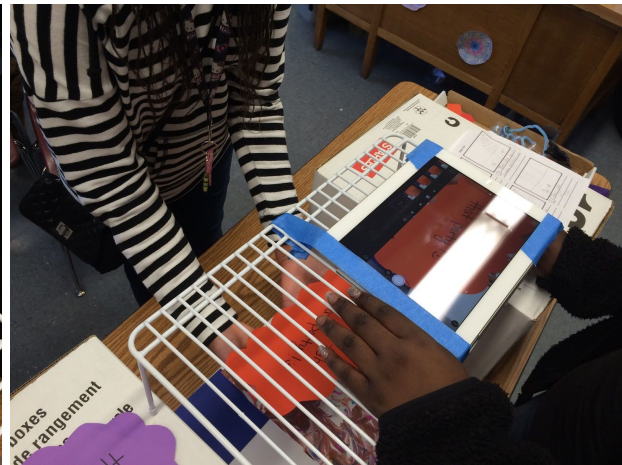
Teaching Strategy: Discussion, Examples



Independent practice- (9:00-9:30)

Students will begin working on their projects. I will walk around and help or encourage if students are feeling stuck. I will also notice and compliment situations of interdependence and teamwork. I will also encourage and compliment beautiful work!

Teaching Strategy: Creation of art



Closure- (9:30-9:35)

“Alright y’all! It’s time to clean up for today. We can finish things tomorrow so do not stress if you are not finished. It is our responsibility to clean everything up. As a final question, who would like to mention another person in their group as doing something kind for the group, or working well together? I would like to compliment each group and how they worked together today. (compliment everyone) Thanks everyone and we will see you tomorrow! Goodbye!”

Materials-

Teacher supplies: My set and technology all set up

Student supplies: iPads, all the parts to their videos: arrows, titlepage, props, plants, characters, nameplates, title page, storyboard

Differentiated Instruction- Nyasia has been sleepy a lot lately. During the art portion she is usually engaged, but hopefully she can hang out during the instructions and see how to film. She loves hands on experience, so I'm hoping she likes the filming portion.

Assessment- I will assess understanding of advocacy at the beginning of class. We will also revisit interdependence with questions of understanding in the introduction and at the end.

Lesson 8- Finishing the Movie! (72 min)

Set up

- Prep: tape iPads down, get them set up, set up station @ round table
- Shred tissue paper
- Intro machine drawing sheet on desks
- List on board: SCHEDULE: (Snapshot, Review, Skit, Finish Filming, Demo, Add Audio, Clean Up)
- SOLs
- VOCAB: Chesapeake Bay , advocacy, interdependence

Vocab

- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **advocacy:** standing up for something, telling others about it
- **Interdependence :** relying on each other

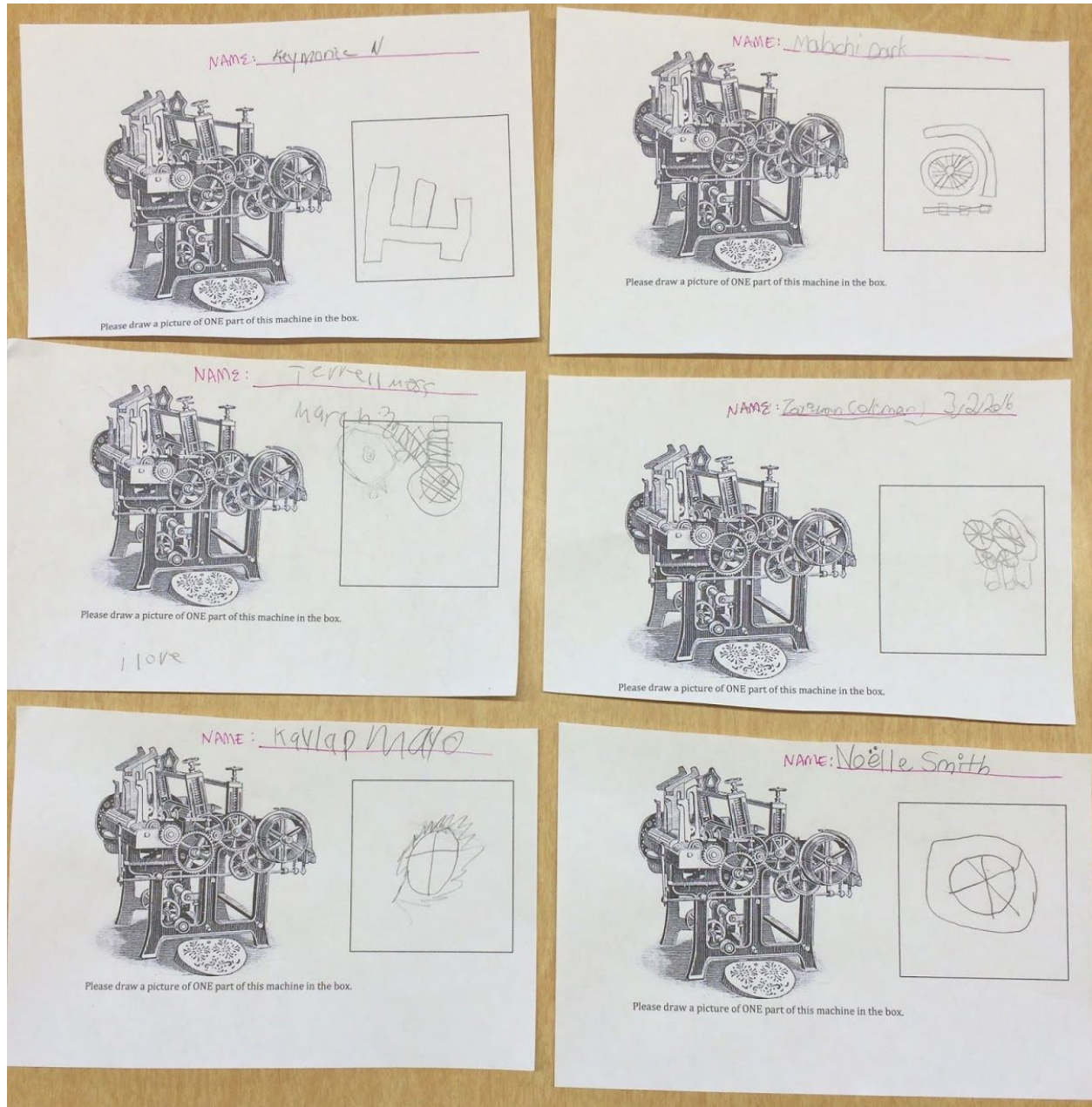
Objective-The students will review the interdependence example of the machine that they learned in the beginning of the unit. They will imagine themselves as a part of the "machine" and see how this relates to the Chesapeake Bay and their groups. Students will watch a skit of the incorrect way to make a video and identify the problematic areas of moving too fast and not communicating well. Students will then see a correct skit and learn how to slow down when filming, and how to fix problem areas in their videos. Students will finish filming their videos, and will fix any problem areas. Then, students will watch a sound demo and learn how to apply background music and sound effects. Students will choose and apply background music and sound effects. Finally, students will reflect on how they worked together and identify good examples of teamwork during class.

Hook- Drawing & Review- (8:30-8:35)

The schedule will be written on the board (Snapshot, Review, Skit, Finish Filming, Demo, Add Audio, Clean Up), and the vocabulary for the day: *Watershed, advocacy, interdependence*. I will greet students as they come in. "Hey guys! Great to see you again. How are you doing today??" Students will fill out the snapshot sheet, which will ask them to enlarge one part of the machine pictured. Then, I will have them hold up their pictures. "What part did you draw (call on individual students)? How does your part help the machine work? (Students answer). What would happen if one part was removed? (Students answer). Ok cool. What is the "I" word we have been talking about for the past week and a half? (Interdependence). What does that mean? (Students

answer). Remember waaay back on day 1, when we talked about machines? How do machines have to do with working together? (Students answer). Yes, in a machine all the parts have to rely on each other to function, and if one part is missing, it doesn't work! This is like the Chesapeake Bay, AND our groups! Can a fish live without sunlight? What happens when someone is absent, etc.?"

Teaching Strategy: Independent Practice, Review, Discussion



Instructional Input- (8:35-8:45)

“Ok! We want to continue with making the videos as soon as possible, but first we want to do a short demo/skit for you, so let’s all come to the back roundtable!” We will do one demo, moving the items very quickly and only making four scenes: fish happy, fertilizer, sheet of darkness, fish

die. We will also argue, doing things without asking and moving items while the other person is taking a picture, fighting with each other and leaving things out because of that, ripping things. Then, we will play the video and it will be really short!

I will ask: “What did you see that was not so great in that skit? How did our video turn out? Why? Were we working together well? Why or why not?”

*Some of you may need to delete some parts to fix your video! That is ok. (Go back to first video) Here is how you insert more pictures into your video. Here is how you delete multiple scenes (select multiple frames and delete.)

***START A NEW VIDEO**

Redo: Do another skit, filming just the first scene when the animals are happy, working together and communicating well. We will move the items a lot more slowly! We will then show them that video.

Teaching Strategy: Demonstration, Skit, Discussion

Independent Practice- (8:45-9:15)

Students will continue working on their projects. Terrell & Malachi’s group may want to delete some footage and insert some new footage. Ms. Stephen will work with them, and make sure they understand how to zoom in on their car-washing picture and how to proceed slowly through the filming, encouraging each other. (One of us may need to talk to Malachi about how to encourage Terrell) We will work with all the students on going slowly and making sure they include all the parts from their storyboards. The students should finish their videos.

Teaching Strategy: Independent Practice, Filming, Art-Making

Instructional Input- (9:15-9:20)

“Everyone please pause what they are doing and come to a station. I need you to take a quick break for a BRIEF demonstration and then you can get right back to work! I am going to show you how to add audio to your video. (Access example video—K&N ipad). First, you will pick your background music for the whole video.”

1. Select first shot in video and click audio
2. Select “theme music” and play examples
3. Click next to selection to apply

Next, you will insert sound effects where you would like them. (They start on the picture where you add them!!)

1. Choose picture where you want to add it
2. Play to test, tap next to it to apply
3. Plays for however long the sound effect lasts (can try it out) OR to the end of the video

*The sound effects play as long as the example (no longer, no shorter)

“How do I delete a sound effect? Simple.”

1. Go to clip the audio is on
2. Choose audio
3. Hit the trash can button

Independent practice- (9:20-9:35)

Students will add audio to their videos and FINISH! Teachers will go around and help the groups choose theme music and sound effects and finish their videos.

Teaching Strategy: Independent Practice, Art-making



Closure- (9:30-9:35)

Think about who you saw working together well today, and maybe we will share these next time.

Cleanup- (9:35-9:42)

Return all items you want to keep to trays, all materials you are working on. Everything you are not using, return to us or throw away. Return all iPad stations to teachers.

Materials-

Teacher supplies: iPad station set up w/ our demo materials

Student supplies: intro machine drawing sheet, iPads ready to go, all materials in lids (props, characters, backgrounds, titles, etc.) Tissue paper shredded.

Differentiated Instruction- Nyasia seems to enjoy making elements for the video. She can continue making plants to contribute, and possibly press the camera button when needed (Keymonie or Hadeigha could help her with this.) There is a variety of kinesthetic (hands-on w/ iPads), verbal (discussion), visual (whiteboard & demo) activities.

Assessment- There will be questions during the review, intro discussion, and iPad skit. Ms. Stephen and I will be walking around and assessing progress, helping as needed, throughout the class.

Lesson 9- Closure, reflection, and preparation for premiere! (8:30-9:35)

Goal- reflect, review, get excited for premier, be able to talk about and be proud of our work.

Set up-

- Have our names, objective (Premiere Party), schedule (Drawing Snapshot, Call to Action/Sound Effects & Music, Written Reflections, Practice, Premiere, Awards), and vocab (interdependence, advocacy, watershed) written on board. Have SOL written on board:
 - 6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems: major conservation, health, and safety issues associated with watersheds.
 - LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment: complex relationships within terrestrial, freshwater, and marine ecosystems.
- Tape iPads to stands
- Get markers and paper ready for call to action
- Write answers to Reflection questions for our example
- Make example snapshot drawing
- Laptop connected and ready to go

Vocab-

- **Interdependence:** organisms in an ecosystem are reliant on one another as well as on the non-living components, such as soil, water, air & sun
- **Chesapeake Bay watershed:** Virginia's (very large) watershed!
- **Advocacy:** support of something you care about or think is important

Objective- For our last lesson, we want to reflect, review, get excited for our public premier, and be able to talk about and be proud of our work. Students will review interdependence (both in life and in ecosystems) and advocacy (both in life and in our videos for the Chesapeake Bay watershed). We will start with a snapshot activity of drawing. We will then finish our videos by adding any necessary sounds or finishing touches. We will also create a "call to action" end in

order to end our videos on a more positive note. Then we will work together to reflect on our experiences as a group working on this lengthy two week project.

Greetings and hook!- (8:30-8:40) As students come in, we will have the snapshot on their desks, along with their characters. The intro exercise will be to draw their characters as movie stars because that is what they are today! We will greet the students as they come in, then, we will explain to them what to do for the intro, showing an example. The students will complete the drawings. After the announcements, we will greet the class as a whole. "Hello everyone! How are you doing today? Let's share our pictures of our characters as movie stars. Nice! Well done. Today our goal is to feel proud of what we accomplished and the teamwork it took to get there, while also advocating for the Chesapeake Bay! Next week we will have our premiere and we want to be prepared!

A premiere in Hollywood is the first-time showing of a movie, when all the celebrities arrive in limos and get onto the red carpet to enter the theater and watch a movie for the first time! Has anyone heard of a premiere? What about a red carpet? (Students answer.) That is what we will do Monday--watch YOUR movies for the first time!! We have invited others to the premier--your principal may even be here! So, let's be proud and show off the great work you did!! In this vein, let's share our pictures of our characters as movie stars. Did anyone add anything to your character? (Students share.) Nice! Well done.



Instructional Input- (8:40-8:45)

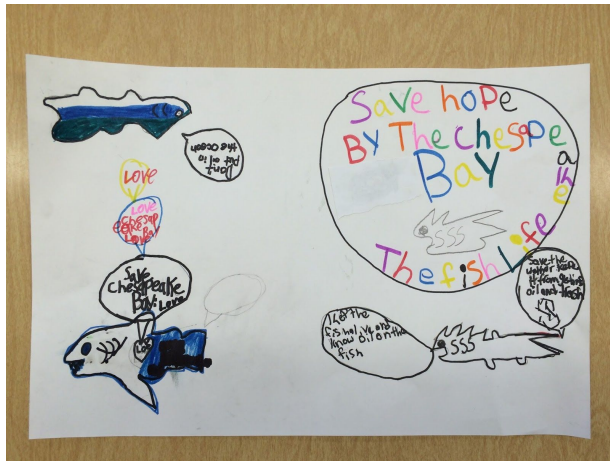
“Today we will add one last thing to our videos. As a review: what are our videos about? Why did we create them? Right now they are slightly depressing in that they leave us pretty sad for the fish that all died. Does anyone have any ideas as to how we can leave on a more positive note? (answers maybe?) Advocacy is not only telling people what you care about and teaching people about it, but it is also about telling people what they can do to help! We are going to create one last drawing for our videos to end on. In this drawing we want you to discuss among your team about how you can help reverse the damage that is done. What should people NOT do? How can they help the bay? Discuss in your groups then draw a very simple picture with words about what people can do. While this is happening, we can also make sure that our video has all of its music and sound effects. Are there any questions?”

Teaching Strategy: Discussion

Independent practice- (8:45-9:05)

Students will finish their music, sound effects, and any small things that they may need to add. Students will also discuss a call to action and create a visual for it. We will then film it for the end of their movies. Ms. Blead and Ms. Stephen will walk around and aide in thinking of calls to action as well as making sure everyone is on task and working together.

Teaching Strategy: Art making, working in groups



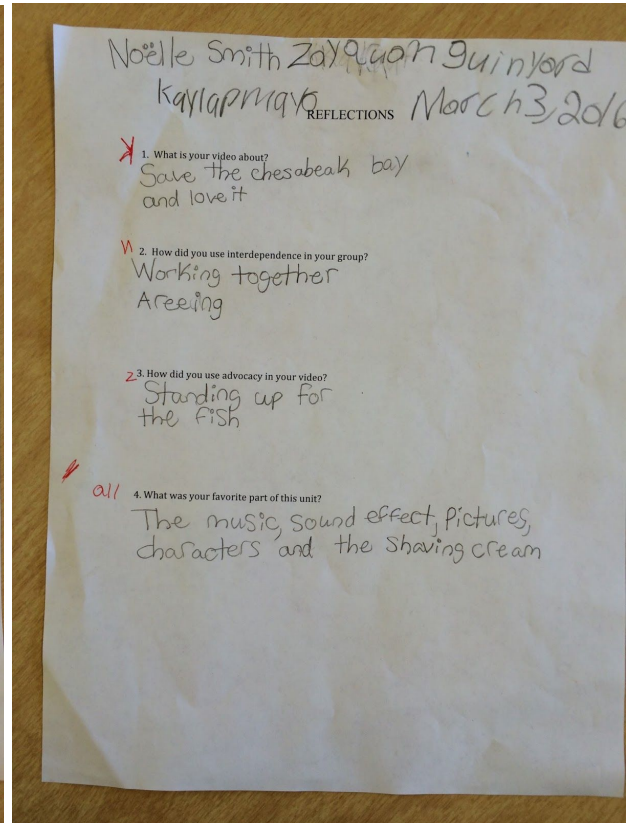
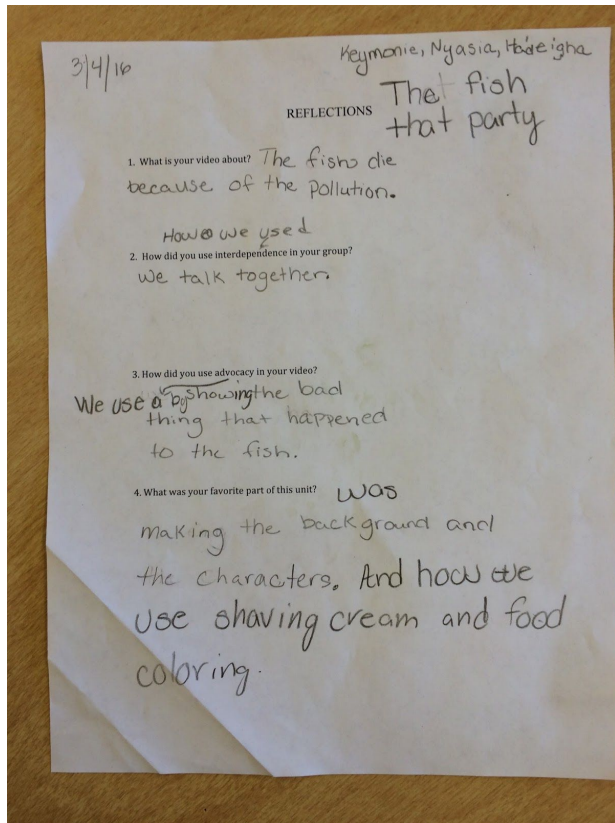
Instructional Input- (9:05-9:10)

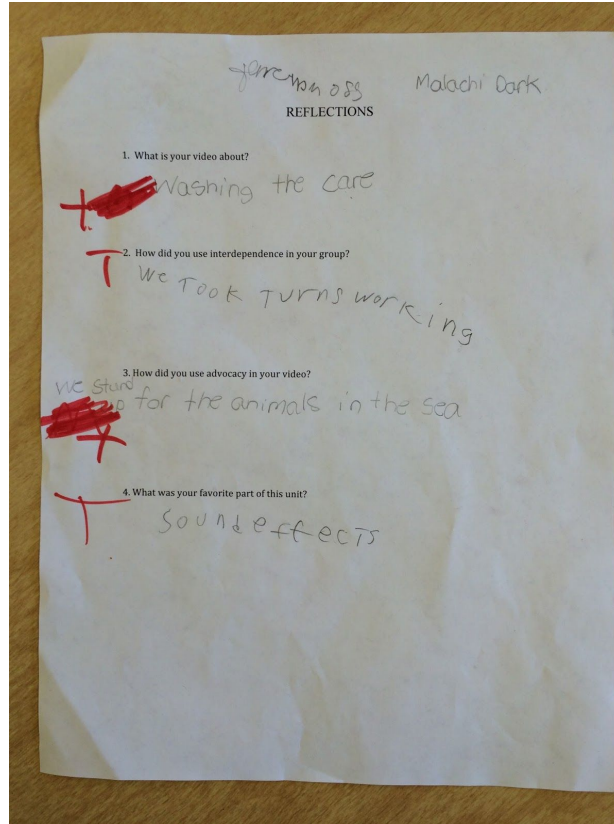
“Alright everyone! Let’s all finish up! We have one more thing to accomplish today. There may be people who come to see the movies from other classes, or the principal if she can make it. We need to be able to speak about our work and introduce it to them. This premiere is like a real premiere in that the creators of the video speak about their work, we watch the videos, and then the audience is able to ask questions. One person from your group can be the ‘writer’, but please discuss the questions as a group and come up with answers. When we speak about our movies at the premier, you are able to read off the sheet so you don’t forget things. Once you have finished your sheet, please practice with us so that you will be ready for the premier! Any questions? Let’s get started!”

Independent practice- (9:10-9:30)

Students will fill out a reflection sheet as a group answering the questions : 1. What is your video about? 2. How did you use interdependence in your groups? 3. How did you use advocacy in your video? 4. What was your favorite part of this unit?

Teaching Strategy: Reflection, Group work





Closure- (9:30-9:35)

“Alright everyone! Let’s stop here. Next week is our big premiere. Thanks everyone and see you then!”

Materials-

Teacher supplies: laptop, iPads, dongles (laptop & iPad)

Student supplies: iPads, materials in lids, markers, paper for call to action

Differentiated Instruction- Nyasia has had a hard time creating the video. The actual making of the parts she enjoyed, but the video making wasn’t quite as hands on and tactile. She contributed much to the actual creation though, so hopefully she enjoyed herself! During our last class we hope to help her get excited for presenting her video.

Assessment- Our worksheet to fill out in groups will serve as a form of cumulative assessment for what students learned and also what they enjoyed.

Lesson 10- PREMIERE PARTY! (8:30-9:35)

Goal- Be able to talk about and be proud of our work! Celebrate us and all we have accomplished these last two weeks!

Set up-

- Have our names, objective (Premiere Party), schedule (Practice, Premiere, Awards) written on board. Have SOL written on board:
 - 6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems: major conservation, health, and safety issues associated with watersheds.
 - LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment: complex relationships within terrestrial, freshwater, and marine ecosystems.
- Tape down red carpet, put food and decorations out, get sunglasses ready, awards ready, put out chairs for guests, put up artwork in the back of the room in a gallery style.
- Laptop with finished videos connected and ready to go

Objective- For our premiere we want to reflect, practice our group reflections about our videos, be able to talk about and be proud of our work, and get excited for our public premiere during class. Ms. Bleam and Ms. Stephen will talk about how to present to the public about our videos. We will delegate speaking parts practice how we will speak. We will introduce our movies, premiere our movies, and also answer any questions from the public. Our goal is to feel proud of what we accomplished and the teamwork it took to get there, while also advocating for the Chesapeake Bay! Ms. Bleam and Ms. Stephen will also give out awards. We will then have a “gallery opening” in the back of the room with all of the artifacts of our videos on display. People are encouraged to ask the artists questions throughout.

Greetings and hook!- (8:30-8:35)

We will greet the students as they come in (on the red carpet!), and give out sunglasses to each student. “Welcome to your premier!! How are you doing today? Hopefully you are all excited because today is our PREMIERE PARTY!! We will let the students know that they can sit facing the projector today because then we will be set up to watch our movies. To begin, we will give them the schedule of the premiere: we will show each movie, and after each movie the students who made it will talk about it. We’re going to learn to talk about our work in front of an audience!

Instructional Input- (8:35-8:45)

We will talk about how best to present, so that they will feel confident talking in front of the audience. To teach this, we will do a skit.

Ms. Stephen: “Okay guys! Today we are going to present our movies! We want to show everyone that we are proud of what we made. We need to be able to speak about our work and introduce it to our guests. Now we’re going to do a skit, and I am going to model a bad version of presenting. As I do the skit, I want you to watch closely and identify things that aren’t good or could be improved.”

- Ms. Stephen goes and she is off in the corner, shy, quiet, mumbly, doesn't say much concrete information about what she did.

"Okay, now what did I do wrong, or what could be improved? (Students Answer.) Yes, I was mumbling and not making eye contact. You couldn't hear what I was saying and I was acting shy. It's okay to be shy, but just make sure people can hear you!"

Ms. Blead: "Okay, now I'm going to go and do the good version of presenting and I want you to identify what works or is better."

- Ms. Blead goes and she is loud, annunciates, stands in the middle, reads off her sheet but is enthusiastic.

"Okay what did you think of that? What did I do well? (Students Answer.) Yes, I was confident and respectful. I also thanked the audience. Did I still read off my sheet? (Students Answer.) You're right, it's fine to read off the sheet but just make sure you speak loudly and are confident! Speaking in front of people and being proud of your work is a very important skill to have! Don't worry if you are shy, all you need to do is read off your sheet with a smile! Not everyone has to speak either, you all can designate a person who did not do the writing to do the speaking. The rest of you can stand next to them and smile! Please get together with your group and decide who will talk and what parts each person will do. You can split it up OR you can have one person read who didn't write."

Independent practice- (8:45-8:50)

Students will revisit their reflection sheets as a group. They will decide who will speak, or delegate a question to each person. We will work with them to decide who will speak, or how they will split it up as a group. Someone (or two people) who did not write should do the speaking, or they can split it up equally.

Teaching Strategy: Reflection, Group work

Awards Ceremony/Premiere/Closure- (8:50-9:35)

When the visitors get there, we will direct them to seats and ask them to wait patiently until the premier starts. We will also thank them for coming. Before the start, Ms. Stephen and Ms. Blead will say thank you to all involved and also explain the projects and what we did for the last two weeks. After each movie we will ask the groups to get up and present on their movie. We will watch each movie separately. Afterwards we will explain that if anyone has any questions, please ask our movie makers. We will then thank everyone, the teachers and the students for allowing us into their space and working so hard. This two week project is quite an accomplishment.

After the videos are shown, we will present awards to each group.

- Malachi & Terrell: The Persistence Award (Malachi and Terrell had to deal with several issues because sometimes group members were absent, or did not feel well. Because of this, they tag-teamed, but were able to work hard and complete a great video with a story that advocates for the bay anyway! There were points when they had to delete footage or do things over, but they did it and it came out well. Thanks for not giving up!)

- Noelle, Kaylap, and Zayquan: The Teamwork Award (This group did an amazing job of working hard, working together, looking out for each other, and making sure everyone's voice was heard in the group and in their video. There were numerous occasions when we would walk over and be so impressed with the communication that was happening, the kindness between group members, the good spirits, and all of the creative fun. Thank you for all you did!)
- Hadeigha, Keymonie, Nyasia: The Style Award (This group did an amazing job with how their video looked and felt. Their attention to detail and enthusiasm for the project was inspiring. Nyasia made so many beautiful objects for the video. Keymonie and Hadeigha worked so hard on their clay creatures and objects, the details were beautiful. You all worked really well together and your enthusiasm and hard work in the project inspired us. Thank you for your great attitudes.)

Thank everyone for these two weeks! Say goodbye and tell them where things will be displayed. We will put the videos online and give everyone the link to them. Everyone enjoy the snacks!



Materials-

Teacher supplies: laptop, projector, sunglasses, red carpet, awards, snacks

Differentiated Instruction- During our last class we hope to ask Nyasia how she enjoyed things and help her get excited for presenting her video. She loves getting loud and clapping so we also hope she's into the premiere part of our final class.

Assessment- Our worksheet to fill out in groups will serve as a form of cumulative assessment for what students learned and also what they enjoyed. Also, audience members will ask the students questions about their experiences and projects which will allow us to assess understanding.





Finished Movie Sets and Artifacts



Finished Movie Film Stills



Screenshots from "The Fish That Party"

Screenshots from "The Fish Life"

Screenshots from "Polluting the Bae: The New Bay"

**Exhibition Wall Label:
Interdependence and Advocacy:
Stop Motion Videos for the Chesapeake Bay Watershed**

Mrs. Valentine, Mrs. Fuller, and Mrs. Rainey's 6th and 7th grade Science classes
Guest Teachers from VCU's Art Education Department: Ms. Blead and Ms. Stephen

In this unit, students learned about the concept of interdependence, as seen both in ecosystems and in their groups and classroom. Students learned about systems as a whole, identified their individual responsibility within these systems, and finally advocated for the health of the system.

Students worked in groups to create stop motion videos which illustrate what happens when one part of a healthy system is taken away or altered. These videos specifically address human threats to Virginia's watershed, the Chesapeake Bay. We used visuals of plants and animals which reside in the the bay and ocean to make them realistic. We also looked at exemplar artists that address systems, advocate for environmental issues, and utilize stop motion animation such as OK GO, Maya Lin, Susie Ganch, and Hiroshi Fuji. We individually created marbled backdrops, clay characters, found object plants, and name plates in order to contribute as a whole to the group's storyboards, advocacy posters, and finished videos. Students were encouraged to create their own creative twists on the stories to make them their own. Our time together culminated in a premiere with a reception, display of artwork, screening, and Q & A with the artists. In the future, these videos will be showing in the media center as well as on vimeo! CHECK IT OUT!!!

***Stop motion animation:** is a process in which objects are moved a small amount, then a photo taken. When these individual photos are played together, the objects appear to be moving. These videos took around 220 individual frames and we spent two weeks creating our final product.

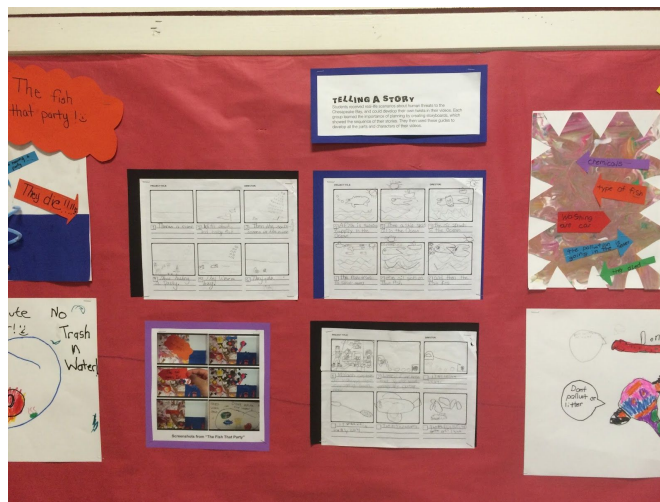
***Machines:** Students watched an OK Go video of a Rube Goldberg machine, and drew pictures of the separate parts of the machine in order to illustrate the concept of interdependence. Machines need all their parts in order to run, and if one part is taken out they do not function. We related this to our groups and to the watershed.

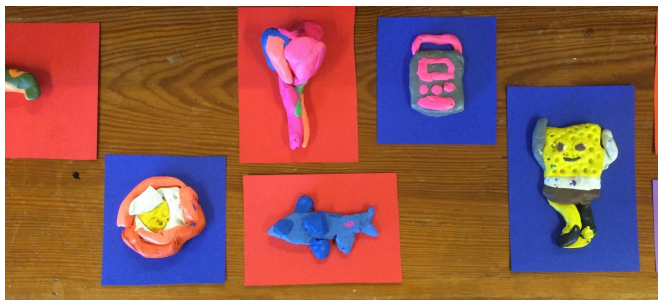
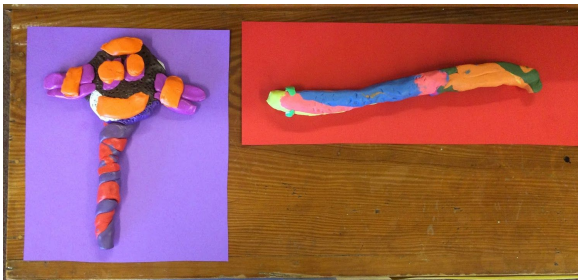
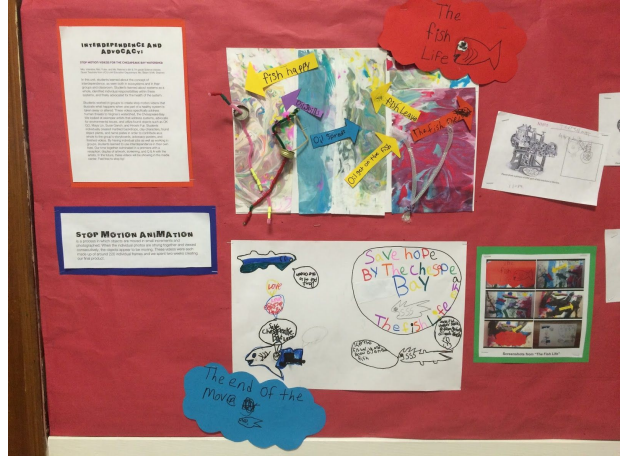
***Storyboards:** Students received real-life scenarios about human threats to the Chesapeake Bay, and could develop their own twists on the stories. Each group learned the importance of planning by creating storyboards, which showed the sequence of their stories. They then used these guides to develop all the parts and characters of their videos.

***Movie Star Characters:** Students designed their own characters by referencing visual media and photographs of animals that reside in the bay and ocean. Creativity was encouraged in order to make the characters their own. Before our premiere we imagined our characters as movie stars.

***Name Plates:** Students created their own bubble letter name plates surrounded by objects or symbols that represented them as individuals. These represented our unique talents and gifts that contribute to the whole group. We used them at the end of our videos for credits.

*Also posted the SOLs as well





Evolution of Unit

At the beginning of the unit, we had overly ambitious goals for the students' learning. At first, we would try to teach multiple concepts and vocabulary words each day, and we required a lot of writing. As the unit went on, we learned that students did well when we stuck to just a few concepts and vocabulary words per day, and reviewed our learning each day to reinforce concepts. In addition, we found that students struggled with writing and did better with drawing and art activities, so we changed our approach to include more of these. We changed our questioning strategy to make questions simpler. In addition, we included skits that seemed to appeal to the students and did not use as many videos, which some students may have found hard to follow.

Often times our closure would be postponed due to changing bell schedules or other unexpected things. Because of this we would move "closure" to the beginning of the next class as a "snapshot" to assess previous learning. This actually proved to be beneficial because it filled the awkward time before announcements, focused students, and helped us evaluate where everyone was at. We would then assess how to approach things differently in order to aid in understanding. This also helped us review.

Another positive challenge was working with Nyasia. Nyasia had a hard time keeping attention. She also liked to touch things and clap loudly at times. Watching Ms. Granderson and Mrs. Valentine work with her was very helpful. Patience, questioning strategies, and different approaches to the same problem seemed helpful in working with her. We would utilize things she loved like tactile objects (found objects) and clay. Technology was hard in that she loved pressing buttons but sometimes the wait time was hard for her. The first week was better in that there were many "hands on" activities. I think we would stick to this in the future. We did notice that she talked to us more and the touching stopped towards the end of our time together. I think this was due to the fact that we were becoming more comfortable with each other.

Throughout the unit, one of our main issues was getting students to contribute equally or at least more equally to discussion. Malachi was often prone to immediately answer out loud, and this would eclipse the voices of the other students. We employed many strategies to help with this, some of which were suggested by Courtnie after observing us! We tried to include wait time and to emphasize that students needed to raise their hands, in order to give others time to think. In addition, we had them do snapshots and write or draw in response to questions before we asked them out loud. In addition, when we knew students had thought about it or had an answer, we would call on particular students to contribute.

Malachi and Terrell had some difficulties working together. At times they would put each other down or speak negatively. To address this, we really emphasized positive interactions within our groups and modelled how to work together well. In addition, we tried to redirect negative comments and help them to take turns even if they did not want to work simultaneously.

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Creativity	Students made their own twist on the story, including possibly: creating personalized characters, unique props, and tweaking the scenario. Background was an interesting combination of marbled papers.	Students created a personalized character/ unique prop/ and may not have tweaked the scenario. Background was not a combination/ did not show much effort.	Students added little or no personalization to the video. Background was boring or non-existent
Risk-Taking	Students were experimental with (found object) materials, paper marbling, and other new techniques. Students experimented with multiple materials and ways of creating. They went beyond the teacher examples.	Students used only one material or way of creating something. Students did the bare minimum.	Students did not follow through with projects or experiment with any materials or ways of creating.
Inter-dependence	Groups treated each other with respect and used teamwork and communication. Everyone's voice was heard in the process of creation, and the final video included parts of everyone's artwork.	Groups may have had trouble communicating or being kind to each other but tried hard to work through it. Some people may have slightly dominated in the creation or final product of the video.	Groups had trouble communicating and being kind to each other. Resolutions were hard to come by. One person may have dominated in the creation or final product of the video.
Careful Execution	All the parts for the video were finished. Storyboard was complete and well-drawn. Careful use of clay was evident in molding the characters. Filming uses multiple photos to show movement. The advocacy poster is carefully drawn and colored.	Some parts for the video may be unfinished: Storyboard may not be complete or well-drawn. Careful use of clay may not be evident. Filming may use only a few photos to show movement. The advocacy poster may not be carefully drawn and colored.	Multiple parts for the video were unfinished: Storyboard may not be complete. Use of clay may be rough. Filming may be cursory and jerky. The advocacy poster may not be carefully done or complete.
Message	The group understood the concept of advocacy as shown by the video. The video clearly	The group may have understood advocacy in class but it was	The video was confusing. The group may not have understood advocacy as

	<p>advocates for the Chesapeake Bay watershed. Groups created a thorough storyboard. A viewer could understand what takes place in the video due to sequencing, titles, arrows, and the ending advocacy poster.</p>	<p>unclear in the finished video. Parts of the video may have had a clear message but other parts may be confusing. A viewer may not understand the message of the video due to inadequate sequencing, titles, arrows or ending poster.</p>	<p>shown by the video. A viewer may not have understood the message of the video due to poor sequencing and titles or absence of arrows and ending advocacy poster.</p>
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