K. Williams – ETEC 540
Assignment 4 – Multimedia project

| Big Ideas – *What will students understand?* |
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| - Language and text can sources of creativity and joy.<br>- Our digital identity forms part of our public identity. |

| Curricular Competences – *What will the students be able to do?* |
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| This **interdisciplinary lesson** will focus on:<br><br>**Social Studies Grade 6:**<br>- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present**.**<br><br>**English Language Arts Grade 6:**<br>- Respond to text in personal, creative and critical ways. |

| Lesson – *What does teaching this unit look like?* |
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This lesson has several tasks – the time that you spend on each task is dependent on how much time you have available and which area(s) you want to focus on. This lesson is designed to be flexible and adaptable. The questions that this lesson will ask are:

| Can you create an online representation of yourself? | How did picture writing begin and are there any similarities to modern times? | Can I communicate using only emojis? What are the benefits and drawbacks to this? |
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| *The summary of key elements for each task is provided below:* | | |
| - Children encouraged to think about themselves and how they are represented.<br>- Develop skills using a new app and thinking about how to save and print from the iPads. | - Encourages children to think about the past and how writing has changed.<br>- Invites students to analyze primary sources.<br>- Introduces the idea of sequencing and cyclical patterns. | - Demonstrate comprehension skills.<br>- Promote alternative thinking skills. |

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| The Lesson | |
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| **Teaching and Learning** | **Resources** |
| 1. **Ask students to create their own *Bitmoji*:** <br> Ask students to download the Bitmoji app on their iPads and, depending on school policy, create an account or use a class account to create their own Bitmoji – we will use these later in the lesson. <br> https://www.bitmoji.com/ <br><br> 2. **Students to answer the following question on *Padlet*:** <br> *Do you think children of the future will need to write 'by hand' or do you think all written communication will be digital and image-based?* <br> https://padlet.com/kwilliamswgs/3mvxc57j2p9z <br><br> 3. **Primary source analysis using *Thinglink*:** <br> Students to comment on the primary sources on *Thinglink*. Teacher to lead discussion. *What do you notice about this writing? When do you think this writing took place? Where? Can you think of any similarities to writing today?* Revisit *Padlet* question – do you still have the same answer? <br> https://www.thinglink.com/user/1082363631305228291 <br><br> 4. **Create timeline.** <br> Using the primary sources, our class discussion and the iPads to complete their own research, the students are to use the following website to create an online timeline about writing and picture writing: http://www.readwritethink.org/files/resources/interactives/timeline_2/ <br><br> 5. **Decoding picture writing:** <br> Picture writing originally took place on caves and written on clay tablets. Years later, archeologists found the writing and tried to figure out what it meant. If you wrote a sentence using only emojis, would people of the future know what it said? <br> • Watch this YouTube video: https://www.youtube.com/watch?v=YM9GZuvVNxo <br> • Have a play with this emoji translator: https://emojitranslate.com/ <br><br> 6. **Work for the wall.** <br> • How fluent are in you Emojii? Take the following quiz: <br> https://www.nytimes.com/interactive/2014/07/25/style/emoji-quiz.html <br> **FINAL TASK:** <br> Choose a Bitmoji created at the beginning of the lesson to print out. Next, write a sentence using only emojis for people in the future (or other people coming into our classroom!) to discover. Print your sentence out. We will use both to create a wall for class visitors to decode. Can you make the sentence interesting with a meaning about our current time? | *There is one printout for the students to walk them through this lesson. I have designed this with the students using iPads to scan a series of QR codes, as this is what we have in our school.* |