

Lesson 1:

1. Background Information:

English 9 – 26 to 30 students. Students will have access to a computer at home or at computer labs in school. The students will have had little or no exposure to hypermedia narratives as a tool for learning. Most students will have had experience with video games, computer games, blogs, and various forms of social media.

2. Content:

What am I going to teach?

I am going to teach a hypermedia narrative “Inanimate Alice” by Kate Pullinger and Chris Joseph. This lesson will introduce students to the genre of e-literature. Students will focus on the visual and auditory aspects of the narrative and learn to use simple meta-language to understand the way elements of the text impact our experience of the hypermedia narrative.

3. Rationale:

Why am I going to teach this at this time, to this group of learners, in this way?

The first episode of “Inanimate Alice” is accessible in terms of subject matter, language, and digital know-how. Students no longer take in information passively by reading paper books. They are interacting with different forms of social media and electronic devices; therefore, the necessity to develop digital literacy is increasing. This sub-genre of e-literature is an appropriate text for educators to teach students how to read and understand images and their interactions with hypermedia forms. Also, teaching using hypermedia narratives will meet the learning needs of students who are more visual and auditory learners.

4. Materials/Resources:

- Computer lab and internet connection
- Digital Literacy Group Activity Handout
- Homework Handout

5. Evaluation/Assessment:

At the end of the first lesson, each student must create a journal entry in which the student reflects on the reading of “Inanimate Alice”. The journal entry will be assessed for marks depending on the teacher’s expectations for the entry. See handout.

TOPIC: DIGITAL LITERACY

Basic Components of the Lesson Plan

<p>Opening / Hook and Introduction: “Inanimate Alice” Trailer + E-literature Discussion</p> <p>As students file into the classroom, set up the trailer for “Inanimate Alice” to show to the class. Then take a short poll of the class asking the students about the various forms of digital interactions they engage in on a daily basis from video games to social networking sites. This will enable you to facilitate a discussion of the growth of technology and its connection to literacy today and the importance of being digitally literate.</p> <p>Next, take the class to a computer lab</p>	<p>20 minutes</p>
<p>Activities:</p> <p>Read “Inanimate Alice”. In the computer lab, let students read “Inanimate Alice” individually (with headphones). This will take each student about 10 to 15 minutes. They will be able to navigate through the story easily and quickly.</p> <p>Digital Literacy Group Activity Distribute the handout on digital literacy to each student. Then divide the class into groups of four. Go through the two main questions with the students then let them work on the questions independently. Circulate the room between groups to address any difficulties or questions students may have. See handout.</p> <p>After the group activity, discuss the responses as a class and model the responses on the board. Students will jot down notes during the discussion.</p>	<p>15 minutes</p> <p>25 minutes</p> <p>PLOs: B9 B3</p> <p>10 minutes</p>
<p>Closure and Homework Assignment:</p> <p>Student Reading Reflection</p> <p>Homework: Distribute the handout on student reading reflection. This worksheet is taken from the edupack provided by the “Inanimate Alice” official website. Through this assignment, students will reflect on their reading experience of the first episode of “Inanimate Alice”.</p> <p>Assess the journal for marks. Each question will be worth three marks, one mark for every main point made as well as sentence structure, grammar, and mechanics. Students should post their responses in the class wiki for evaluation.</p>	<p>10 minutes</p> <p>PLOs: C1</p>

Digital Literacy Group Activity

On the sixth screen the arrows that allow the reader to proceed appear on the road. Why do you think they are placed here and not close to the text as in previous screens?



Screen seven is in stark contrast to the preceding scene in terms of sound. This node is almost silent. What sounds do you hear? What do you think that noise is? What might it suggest about Alice's home at the base?



Homework Assignment

The Digitally Literate Classroom: Reading Inanimate Alice, Episode 1

Student Reading Reflection

Now you have finished reading “Episode 1: China,” Inanimate Alice. Write a short blog (or journal) entry to think about your reading experience. Be sure to answer the following:

What I did

(Explain how you read the story – did your eyes scan each screen from left to right? How did you feel about the sound, images, and words that would appear all at the same time on certain screens?)

What I enjoyed

(Write about what you liked most about Episode 1)

What I found difficult

(Write about the most difficult part of reading Episode 1)

What really worked

(What was the best bit about the story and why)