

Leona, Naz, George and Dalyce

LLED 368

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Our project sprang out of a desire to use photos to help share a poem. We debated which poem to choose until we came up with the short and lovely “Where the Sidewalk Ends” by Shel Silverstein. With its use of descriptive phrasing we thought it would be easy to document the images into something more visual. We took the extra class time to wander around campus taking pictures that we thought would go well with the poem. We created an Instagram account and each signed onto it to compile our pictures. From there we put the photos into the program *Stupeflix*, which does a picture slideshow in time with music that it provides. It was actually a lot simpler of a process than we anticipated. We simply used the poem as our structure and followed the imagery provided for the pictures. For once technology made our job easier in that *Stupeflix* did all the work. Within our group, we each went around taking pictures that ended up in the final work. In addition, we decided in class which song to go along with our theme.

We would like to see this project be used in class for its simplicity. It was quite simple to set up the initial *Instagram* account that we all logged onto. From there we could compile our images. It would be just as simple to set up some kind of other cloud file to share what we come up with. In turn it was easy to set up the images and text with *Stupeflix*. It would take little instructional time to get students going with these technologies. The hardest part would be to decide what students are going to work off of, though that is very flexible. I would love to see students take the same text and document their different interpretations of it. This kind of activity allows students to “translate” a text into a more visual form, allowing their personal stories to come out that would perhaps be constrained by words. It could be challenging to take into a classroom without technology or where students do not have subjects to photograph. Yet this could be part of the challenge of creating the project.

Additionally, this activity would be an effective way of assessing the prior knowledge in a classroom. Students can each bring a favourite poem, one that resonates with them, and instantly be able to translate, interpret and adapt it in any way they see fit. The resultant products could be a way to diagnose student ability, interest, and creative capacities. A more polished form could be used as final assignment or project at the end of a unit. With the ease of creation this project is endlessly modifiable for all grades and skill levels.

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Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

Works Cited

Silverstein, Shel. *Where the Sidewalk Ends: The Poems & Drawings of Shel Silverstein*. New York: HarperCollins, 2004