

Session 15 Transcript: Mira Septimus

- Hi, I'm Mira Septimus and I'm the visual arts teacher at the LV Moore Middle School in Roselle, New Jersey. I'm also an arts integration specialist. I've been teaching here for about three and a half years and I've been teaching for over 20 years. I've had thousands of students over the years and I appreciate every opportunity to push their creative thinking and problem-solving skills and watch them create their magic. I am constantly amazed at the way my students express themselves through a variety of media from painting to sculpture and pencil to repurposeful art. This past year, my district has been working towards becoming a future ready school. A future ready school is a personalized, student-centered learning environment. It has digital learning strategies and experiences that prepare students for an increasingly technology-driven workforce and world. Students have the opportunity to tap into passions and interests for deeper engagement. This helps create a clear pathway to post secondary success in which every child can achieve his or her potential. In this session, we will be creating a digital scrapbook through the integration of media arts and literacy. Although our session, specifically, will be focusing on literacy, this incredibly exciting lesson can be integrated with social studies, science, math as well as any other subject. A digital scrapbook is creating a scrapbook layout on the computer using graphics, images, texts and more. When we read books, we are provided with information and details about the main character, through descriptive sentences, events that involve the character and relationships between the characters. In order to show what we know about our character, we will create a digital scrapbook for this person. Some of the questions we're gonna use to guide us will be the following. How do we read media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience? How does the composition of images, use of text, and sounds affect the way the viewer understand his or her character. How can the use of multimedia elements change the impact of the way we read a scrap book? How can we use textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in order to develop our character scrapbook. So now that we have all of our questions in mind, I'm sure you're all wondering what does this look like? Since I'll be working with the ELA teachers in my school, my students I decided it will be exciting to use the book they're reading in class, *Freedom Walkers* by Russell Freedman. The first thing we're gonna do together is make a list of expectations for our students. In other words, what do we want their scrapbooks to include? Jot down some ideas to think about what you think you would like your students to include in this scrapbook. Remember, as you make this list, think about how you would generate a discussion with your students about how many pages this scrapbook should include and help them figure out what each page would need. I hope you have jotted down some great ideas and I hope you share them with all of us. Remember, the clearer list of expectations you and your students create together, the greater chance of their success in this project. Here's a list you can use. Feel free to change it, tweak it, you name it. As long as you can get to a point where you and your students are working together creating this list in order to help them be successful on the expectations that they need to have in their scrapbook, we're all gonna be in a great place. I give my students a hard

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copy as I find it's much easier to have them write down ideas while they're discussing and collaborating with their friends and peers. Than having to share their attention between a discussion and a screen. We'll start with page one. One page one, students will be creating their cover. The cover should include a character's name, the title of the book, the author's name and of course the student's name. On page two will be journal entry one. This is going to be a summary from their main character's perspective. It could be a letter to a diary, a letter to a friend, a documentation of where that character is. But don't forget, it's from the main character's perspective. On page three, students could put pictures and images that reflect events that are important to this main character. I always suggests my students to include a caption for each picture. That way it explains why it was included and it helps them remember as they build their scrapbook what their goal is of how they're developing this character. On page four, I have my students write a letter, this could be a letter from the main character to a secondary character about a problem in the story. Page five is for the second character to set up the response to the first. On page six, students can add momentos or at least three objects that reflects events in the story or important aspects of the main character. Don't forget to ask your students to include an explanation for each. Page seven is for the second journal entry from the main character that shows growth over time. It's very, very important to give students time to discuss this. The more students understand the actions, behaviors and events the main character's involved in, the easier it will be for them to create scrapbook from the main character's point of view. Once you have finalized this list, make sure all of your students have one as they're super handy to refer back to. In order to understand what this will look like in your classroom, I'd like you to take a few minutes and read the short excerpt. For this session, we're gonna be using Claudette Coleman as the character we're gonna be working with. Use this time to write down a few images you may wanna search for and include. Keep in mind that you may be designing the entire page. This will include the background as well. Once you have your list, you're ready to begin. I'd like you to open a new Google Slide in your Drive. Take a few minutes to read the excerpt and create page three by putting pictures and images that reflect events important to the main character. Try to include and caption in your slide. Once all of my students are done with their projects, we share them in our Google Classroom. During the course of this whole process, students take self-assessment as well as peer assessments as they enjoy giving and receiving feedback from each other. By using digital character scrapbooks, my students really take ownership of their projects. They are constantly engaged in their work and they really enjoy what they're doing. They enjoy working in small groups and enjoy the freedom they have to discuss and share ideas with each other. My students are empowered as they're all leaders in their own strengths. You're probably asking what I mean by that, so I'll tell you. My students who are more confident in technology help their peers. And some of the others help each other in other ways. In addition to using digital scrap booking in literacy, students can make a scrap book highlighting a timeline from beginning to end. They can include diary entries from a specific time period or an event from social studies. In my school, we spend a lot of time teaching social emotional learning. During the course of this

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project, my students learn to work in partnerships through assessment. In addition, we nurture a culture of kindness through their understanding of constructive criticism. Attached is the outline of this session, a handout list and the handouts. If for some reason you can't access them here, please send me an email so I can share them with you right away. This brings us all to the end of our session. You have been amazing and I can't wait to see what you shared with all of us. If you decide to complete your own digital scrapbook please make sure to share it with me, I would love to see it. This project is only one of the many that contributes to our status as a future ready school. I hope you enjoyed this lesson as much as I do with my students. If you don't believe me, believe them.

- I learned that really helpful for me because I know the things for the projects and the requirements.

- My digital scrapbook project is really helpful in learning about our characters. It makes me think about their lives, what they experience and how they felt. It's almost like we were in their shoes.

- During the time I am researching my information, looking for images and writing my letters, I tried to pretend I am Rosa Parks. It makes me feel like I'm very connected to this time period. It helps me appreciate how life was then and how life is now.