

Multimedia and Arts Integration in ELA

TEACHER: There are two questions. I put the poem that we looked at on Thursday over here on the side just so you can see the actual text again as you're answering these questions. The first question relates to that text, so I do ask you and your groups to re-read, go back to that as you're answering the question to help you. It says last week we've read the poem "Old Age Sticks" by e.e. cummings. What are some ways that the old and young debase one another in this poem?

Debase is one of our vocabulary words, so at your table, maybe the first thing you're going to have to do is have a conversation about what does debase mean. And if we don't know, we might need to get our syllabus out and look at that. And then the second thing I'm actually going to put a picture at your tables once you start working. There's going to be a painting called Para Siempre by Octavio Ocampo. And using details from this painting, I want you to look at it as a group, critically analyze it and answer the question what do you think the artist is saying about the old.

So what you want to do at your tables right now is you want to have a conversation about the first part. What does debase mean? Make sure you all know. And then work together to answer that question.

And then I'm going to come around and put the picture on your desks so you can work on that. Did anyone have any questions about that? Go ahead and get started with your conversations.

STUDENT: So debase. What do you think debase means?

STUDENT: To lower in status I think.

STUDENT: To lower--

TEACHER: Here's your picture--

[INTERPOSING VOICES]

And debase one another.

STUDENT: Like the young don't listen to the old, and the old try to get them in line.

TEACHER: Did you guys look back at the poem and do a specific example-- line from it?

STUDENT: The youth yanks them down [INAUDIBLE] that'd be debasing them--

TEACHER: OK how?

STUDENT: Like bringing them down-- like bringing down the signs. It's like disobeying them.

TEACHER: OK. Good. And are there any other places in there where you guys could see examples of that?

STUDENT: Yeah.

TEACHER: Maybe find another example, too. That'd be great.

STUDENT: So let's read debase means-- what'd you say, Matt?

STUDENT: Debase means to bring down.

TEACHER: So what'd you say debase meant?

STUDENT: It means the-- lower the status or to lower the--

STUDENT: It's make them feel lower than they really are.

TEACHER: All right we understand. What from the poem did you guys say was an example of debase?

STUDENT: We said--

STUDENT: The young--

STUDENT: They're disrespectful, yanking down their signs that they put up.

TEACHER: OK.

STUDENT: And they say that they scold them for them to stop-- they're trying to control them, but they don't really listen to them.

TEACHER: Looking at that picture, I know you're going to be tempted to say a lot of things like what you're seeing and things like that. Remember the guiding question what it's asking you. It's saying using details from the painting-- that's like taking-- like when we take evidence from text, that's the same thing you're doing with this painting. If you say you think this is saying this about the old, you have to back that up with something that you see visually. I went around to the different tables, and you did a good job, a lot of you, with that first-- with the first question actually taking a line from the e.e. cummings poem to support what you're thinking. I want you to do the same thing with that painting there. So what are you guys thinking so far?

STUDENT: That the-- their memories are inside like here.

TEACHER: OK, so remember-- then go back to the question where it says what is the artist's message, and what do you think his point of making this painting would be?

STUDENT: We still like to show that they're old isn't-- doesn't feel as old as they actually are.

TEACHER: Ah, that's interesting.

STUDENT: It's like these are the memories, and they still feel young.

TEACHER: Oh cool. I like that. All right very good. Nice work.

You adding something else to that? Sue, what'd you say?

STUDENT: [INAUDIBLE]

Even though when they grow old together and they seem like different generations, they see themselves as [INAUDIBLE] how they grow older.

TEACHER: Oh, interesting. Make sure you have something from the picture visually to back that thinking up. You guys did a very nice job in your groups talking with one another. And when I came around and challenged some of you to add a little bit more to your thinking, you did a nice job with that.

So we're going to do whole class share right now. What does debase mean, that vocabulary word, exactly? So if you were debasing someone, what might you be doing?

STUDENT: Being rude.

TEACHER: You might be being rude because what does debase mean?

STUDENT: Disrespectful?

TEACHER: Right. Tony, you want help out?

STUDENT: It's like a lower stature like when you are someone that's mean bad.

TEACHER: OK so you made one feel like a lower status right? You're mean to them. So it's like she was saying rude or bad. What are you going to say, Abby?

STUDENT: I was going to say put them down like maybe you'll be like, oh-- you'll talk to people that they want to hang out with and you'll be like don't hang out with her or him. And then they'll come and ask, and they'll say no. Telling them that's like let them be involved.

TEACHER: Yes, so, Tiara, you then read some things from the poem that were examples of debase. Can you tell me your first example from the poem that you think is a piece of evidence that would be showing someone debasing someone and then tell me why?

STUDENT: So read the [INAUDIBLE]

TEACHER: Yes, that first part you had.

STUDENT: OK, the old debases the young age when putting up a keep off sign and young debases the old by trespassing and disrespecting them.

TEACHER: OK. Good. So let's look at here. So youth yanks down the keep off signs. So the old agers thinking what-- so how is that showing debasing?

STUDENT: By how they were just being disrespectful by taking down the keep off sign from the old people.

TEACHER: OK. Very nice. Good. Thank you. Now did anyone have a different place? As I was going around a lot of you-- which makes sense-- used the first part of the poem. You just-- you noticed right away. Oh, that's an example of debasing. People are yanking signs down. Did anyone get further into the poem and sight another specific example of text that would support this thinking? Erin?

STUDENT: It says the youth laughs at them, so that'd be debasing them because they're making fun of them.

TEACHER: OK. Good. Excellent. All right, so now let's move on to this because I'm interested to hear what you guys think about this painting. So what I want you to tell me is what you think is the artist's message. What's he saying about the old, and how do you know that? Can you tell me what your group said about that painting?

STUDENT: We said that the older people are on the outside of the young because in the picture it shows the younger people are in the older faces, and they're seeing themselves grow up and see what they're doing to the old.

TEACHER: Can you explain that part? I liked when you said they're outside of the old. Can you tell-- elaborate? What do you mean by that exactly? I liked that thinking.

STUDENT: The older people, they're looking at each other, and the young are inside them. And they're watching themselves.

TEACHER: OK. So are the-- who are the young people then inside these old people's heads do you think?

STUDENT: They're not appreciating the old. They're having fun in-- yeah.

TEACHER: OK. That was good. I was just challenging you to think about that. I like that. All right, let's hear another example. Saniya, what did you say?

STUDENT: I felt like the old still longs for youth by having the young boy singing to the girl in their faces.

TEACHER: OK, so how do you know-- what makes you think that they're longing for youth?

STUDENT: They still-- basically, there's still youth inside of them. So even though they're old and brittle, they still have that free spirit that's still inside of them.

TEACHER: They're playing the music and singing to a girl. OK. Awesome. So do you think these young people who are those-- who do you think those people might be?

STUDENT: I think they're the old people.

TEACHER: OK. So how many of you thought that the young people were like the young versions of older people? All right. Cool. Nice. Someone want to share a little bit more about the painting I didn't call on but would like to share?

Does anyone know what Para Siempre means? Para Siempre. Won't be like a literal translation. Anybody? It means forever always.

So now think about that. If you know that it means forever always, take a minute and just turn to the people at your table and say think about why that's a good title for this piece right here that you see. Forever always and then talk just a minute, table talk about why is that an appropriate and good title for this piece. Then I'm going to call on somebody randomly, so make sure we're having that discussion. Got a minute on the clock.

What did your group say?

STUDENT: We said that they're always forever young because they always have-- like in this picture, they have a younger version of themselves, or I thought they had a younger version of themselves inside the older versions.

TEACHER: What we're going to watch is a clip from the Assisted Living Organization of America. It's a short film. They do a short film competition, and it's meant to raise awareness of ageism, this whole stereotype that people have about people that are a little bit older and things like that. So what you're going to do is you're going to watch it. It's relatively short.

And remember whenever you're watching, it's not like you have the text right in front of you. So I gave you these little question sheets here, so you can jot down some notes to help with your discussion as you watch because it goes by pretty quickly. It's says using evidence from the film, explain why you think the creators of this piece would use the "Warning Mind the Gap" as their title? So you're going to be watching it, but you're going to be thinking the whole time why did they call this "Mind the Gap"?

What you need to do right now at your tables is you need to address that question that's on that little sheet of paper and try to pull specific things that you saw into your discussion. And so that way you can share them out with a whole group. So go ahead. I'm going to give you about a minute and a half, maybe two minutes to go ahead and have this conversation.

[INTERPOSING VOICES]

STUDENT: So I that mind the gap--

STUDENT: Explaining-- explain the gap-- explain the age gap. I guess.

STUDENT: That's what I think they're saying, the gap between their ages, between their knowledge. So I think we should say that mind the gap-- the gap between their ages--

[INTERPOSING VOICES]

And the gap between their knowledge.

[INTERPOSING VOICES]

TEACHER: You realize just as much as they were.

STUDENT: They usually stay pretty much on their own sides. And then you don't want to go to a different side and be old. And you go into the young side and then young side is old.

TEACHER: Make sure you--

STUDENT: They wouldn't want to cross the line, make fun of other

TEACHER: Right. so make sure-- I like what you're saying. it relates to the warning. Can you pull something specific from the film that you saw or heard that could enhance that a little bit to support it? That's what I think you guys should do now.

[INTERPOSING VOICES]

Does anybody need a little more time or are we good? What did your group say about that question? So using evidence from the film, why do you think the creators call this or give us this "Warning Mind the Gap" as its title.

STUDENT: We said that they used mind the gap to show the gap in their age because they were stereotypical towards each other.

TEACHER: OK, so you think the gap instead of [INAUDIBLE] So gap in age. So what's the Warning you said?

STUDENT: Stereotyping each other.

TEACHER: And what evidence from the film shows-- led you to believe that?

STUDENT: Because they kept saying that they wouldn't care when they tried to talk to each other.

TEACHER: OK. Can we elaborate a little bit more, someone else from your table that you just talked about. What evidence from that actual piece would show what Emily's talking about?

STUDENT: At the end, they turned and started walking away from each other, and they both said, why do we even care. They never listen. They always think I'm different.

TEACHER: OK, so what do you think the warning is, the author's point or message of this? You're there. You're almost there.

STUDENT: That they think that they're different.

TEACHER: OK, that they think that they're different. So we've got to watch that, and then what do you want to add to that, Evan?

STUDENT: I'd just say they think they're different, but really both of them just wanted to talk, but neither of them could hear. Like the one time the old guy was trying to talk, kid had his earbuds in, and then other time he didn't have his little hearing set-- yeah, the hearing aids.

TEACHER: OK, very good. And see how guys all worked together to get that going? Awesome job. I did all that stuff-- would you guys agree the kind of practice this idea of taking different things like poems, different pieces of art, a video, or a film and how you can take all of those things, pair them up, and get a better understanding. You're going to get another format of the test today.

In a little bit, I'll send one person from your group to go get the materials from your numbered folder, but in there, you're going to have a copy of a-- I'm going to tell you guys this is a really challenging article. So you're going to really need to work together to get through this. It's a pretty high reading level. It actually comes from a psychology journal, but it relates very much to what we've already been talking about in class, some of those precepts that we have about the young and the old and also the different ways that maybe the young and old debase one another and relating to that clip, that age gap. It's called "Stereotypes and the Older Worker." I want you to really work together through this.

STUDENT: It means they get--

STUDENT: People are tough on them.

TEACHER: Yeah, OK, people are tough on them. OK, good. And what else did you put in there?

STUDENT: We also put as the number of older workers continue to strive. This paper suggests managers should reconsider widely held misconceptions that often lead do age discrimination.

TEACHER: What does it mean by misconception?

STUDENT: The wrong idea.

TEACHER: I wanted to hear from you guys what you thought on that first page where something that was important that you would think [INAUDIBLE] Michael, why don't you go ahead and tell us.

STUDENT: I wrote-- I underlined that the authors found empirical support for only one of those stereotypes-- older workers on average are indeed less likely to engage in career development.

TEACHER: So trying to sort through all of this, what do you think is the main idea? What is this about in general?

STUDENT: Old people get stereotyped about how they work.

TEACHER: OK. And then as you guys are going through, some of that hard stuff in there is going to be talking a little bit more about that. So I want you guys to continue. You're doing a good job, but I would like you on this back page as you're going, remember that underlining of the key ideas because it really helps you when you go back to answer some of these questions and talk about it. It'll help guide your discussion. Good deal?

STUDENT: Yeah.

TEACHER: Thank you.

STUDENT: Oh, write the Bureau of Labor Statistics, assuming that's a real thing.

[INTERPOSING VOICES]

STUDENT: You see 5% of US workers over the age of 40 were over the age of 40.

STUDENT: That were 40-plus in age--

TEACHER: Do that for me because I-- you're right. You were able-- I love that you were able to go right back to that place in the text and just tell me about that. But that's good stuff that supports your thinking. All right.

STUDENT: So do you guys want to finish this and then add that in.

STUDENT: Maybe we should put it in parentheses.

STUDENT: The US something-Bureau.

TEACHER: So you think this is a credible source. What evidence from the text helps us determine if this information is trustworthy? Now some groups have been going through and just been saying, well, there's facts and statistics in it. And I say I can't just walk in somewhere and say I have facts and statistics, so you guys should believe me. Right? What do I have to do?

STUDENT: You have to go--

STUDENT: You have to back it up.

TEACHER: Yeah, right with the real stuff. So that's what I would challenge you to do with that first one. Find something from the text that actually shows you that these authors are people we should be believing. Does that make sense? OK.

STUDENT: So they show evidence to measure-- to back up their data. Yes? And they [INAUDIBLE] example.

STUDENT: They gave a real world example. Like in 2010, according to US Bureau of Labor, 55% blah, blah, blah. You like real world evidence.

STUDENT: So the evidence--

STUDENT: Wait, what are you going to say?

STUDENT: The evidence they use is real world problems.

STUDENT: No, it's that the evidence-- we can put the data-- no, the facts that they present are backed up by certain data-- no, the facts that they present is backed up by real world evidence.

TEACHER: I feel like you're getting an understanding, but I want to make sure that we all come together and talk about it real quick. So first off, credibility. Who can very quickly tell me with some evidence why we think this would be or would not be a credible piece. Gracie.

STUDENT: This is a credible source because they do a lot of research on the topic. And in many places they said in 2010 according to the US bur--

TEACHER: Bureau.

STUDENT: Bureau and after researching several databases and stuff like that.

TEACHER: So you pulled the actual content. This group over here, what was another thing that you guys said was a credible thing, the first thing you wrote down why you thought was credible?

STUDENT: The authors were from a university.

TEACHER: The authors were connected with a university, so those types of things when you're looking at it. Key idea, who can very succinctly tell me what the key idea of this piece is, the main key idea is what? Erin?

STUDENT: Employees hire youthful employees over older ones.

TEACHER: OK. That's part of it, and what did you have, Evan?

STUDENT: Most stereotypes about old people are misconceptions.

TEACHER: OK, I think if you meshed what you two had together, it relates definitely to our workplace there. OK, so comparing the text, who can-- and I think [INAUDIBLE] from this table maybe. Evan or Anthony, you guys did the what do we do with a variation poem because that's our anchor text for this unit. What line did you select and why?

STUDENT: We choose do we will it to go away because they didn't want the old people to be working anymore.

TEACHER: Who's they?

STUDENT: The employers.

TEACHER: OK, so did you guys find something specifically from your text that related to that? So you had do we will it to go away, and then what from the informational text did you guys have to support that, Anthony? We were done they want the old to leave-- we consider widely held conceptions that led often to age discrimination.

TEACHER: OK. Relating it to age discrimination and maybe going back. And maybe if we had more time and in a future lesson, we might want to go back to just expand on that. Make sure we explain in our own words. But I really like the line you selected. That was really good selection. I think it fits very well with this piece. Did anyone do mind the gap? How does it relate to mind the gap. Did anybody do that one? A lot of you-- Abby, what did you guys say about that? Just choose one.

STUDENT: We said it relates because mind the gap was telling the old people's side, how they see, and then they were like the stereotypes older workers was telling the younger side what they think. And so they fit the old and the young what they think about each other.

TEACHER: OK. All right. Now this is really, really hard. And you guys really worked superbly going through and breaking things down. I saw you employing a lot of good readings strategies.