Unit: Ancient Civilizations of West Africa Podcast

Lesson #2
1. *Welcome to Ancient West Africa: Creating and Sharing New Knowledge*
2. ***Podcasting in Plain English: Organizing and Writing a Podcast***
3. *Let's Broadcast: Producing a Podcast- Part 1*
4. *Let's Broadcast!: Producing a Podcast- Part 2*

Length: 30 minutes (plus 15 minute book checkout)
Grade Level: 5th
Teacher: Jennifer Colby (student teacher for Kathy Trudell)
Subject Area: Media

Objectives:
1. Students will understand how lesson fits into larger unit.
2. Students will research and write about ancient cultures to improve literacy skills.
3. Students will learn to work collaboratively in small groups to make effective group decisions to position themselves to be ready for the next lesson in the unit.

Standards Addressed for Unit (for Lesson in bold):
http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/ccelafirst

Common Core Standards for English Language   AASL 21st Century Learner
Standards

CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.** **1.3.1 Respect copyright/intellectual property rights of creators and producers.**
CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.** **2.1.1 Continue an inquiry-based**

	research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**2.1.2 Organize knowledge so that it is useful.** **2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.**
CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	**1.1.3 Develop and refine a range of questions to frame search for new understanding.** **1.1.9 Collaborate with others to broaden and deepen understanding.**
CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.	**3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.**
CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order**

	to construct new understandings, draw conclusions, and create new knowledge.
	3.1.3 Use writing and speaking skills to communicate new understandings effectively.

National Educational Technology Standards for Students,
http://www.iste.org/standards/nets-for-students

ISTE-NETS-S 1: Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
- **apply existing knowledge to generate new ideas, products, or processes.**
- **create original works as a means of personal or group expression.**
- **use models and simulations to explore complex systems and issues.**
- **identify trends and forecast possibilities.**

ISTE-NETS-S 4: Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
- **identify and define authentic problems and significant questions for investigation.**
- **plan and manage activities to develop a solution or complete a project.**
- **collect and analyze data to identify solutions and/or make informed decisions.**
- **use multiple processes and diverse perspectives to explore alternative solutions.**

ISTE-NETS-S 5: Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- **advocate and practice safe, legal, and responsible use of information and technology.**
- **exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.**
- **demonstrate personal responsibility for lifelong learning.**
- **exhibit leadership for digital citizenship.**

ISTE-NETS-S 6: Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
- understand and use technology systems.

- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

Materials/Resources Needed:
- Computer with Internet connection, projector, audio player, speakers, and large screen display or interactive whiteboard to display digital pictures (instructor)
- Student's "Fascinating Facts" worksheet from first lesson
- Pencils
- Laptops with Internet access for every student
- "Think about..." Slide 2 to project on big screen https://docs.google.com/presentation/d/1zqcS4HLLu186d1WxZCJKa26teg51 6LItQjq1ZfMvrME/edit
- Podcasting Script Worksheet
- Online Stopwatch http://en.e-stopwatch.eu/
- Access to World Book Digital Libraries: Early Peoples- AFRICANS OF THE GHANA, MALI, AND SONGHAI EMPIRES

Other Reference Sources
Links to add to Bach Media website:
Africa for Kids Website:
http://africa.mrdonn.org/

These are the links to the pages on the same website:
Ancient African Kingdom of Songhay
http://africa.mrdonn.org/songhay.html

Ancient African Kingdom of Ghana
http://africa.mrdonn.org/ghana.html

Ancient African Kingdom of Mali
http://africa.mrdonn.org/mali.html

Conrad, David C. Great Empires of the Past-Empires of Medieval West Africa: Ghana, Mali, and Songhay. Facts-On-File, Inc., 2005

Davenport, John. A Brief Political and Geographic History of Africa: Where are... Belgian Congo, Rhodesia, and Kush. Mitchell Lane Publishers, 2008.

Sherrow, Victoria. Ancient Africa: Archaeology Unlocks the Secrets of Africa's Past. National Geographic Society, 2007.

Copies of Ghana, Mali, and Songhai pages from:
Zeman, Anne and Kate Kelly. Everything You Need to Know About World History Homework . Scholastic Reference, 2005.

World Book print encyclopedias

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day.)**:**
1. Students will understand how lesson fits into larger unit.
   a. Second lesson of four to develop an approx. 5-6 minute group podcast about an ancient West African kingdom.
2. Students will finish researching their ancient kingdom and then create a script for their segment of the group podcast (if time allows)
3. Students will learn to work collaboratively in small groups to make effective group decisions to position themselves to be ready for the next lesson in the unit (if time allows)
   . Each group will organize the individual segments to form a cohesive podcast script
      1. Each group will create an introduction for their podcast
      2. Each group will create a closing for their podcast
      3. Each group will time their podcast scripts

Objective/Purpose:
   o Students will understand how to write and organize a podcast so that they are ready to start recording their podcast.

Input:
1. Students need to understand that we no longer have access to World Book Online. Explain other resources available.
2. Students need to understand components of the podcast
   o Intro
   o Introduction
   o Teaser
   o Segment Scripts
      o Segment Title
      o Segway to next segment
   o Closing
   o Outro
3. Students need to finish research... or if they have 3 facts then they can begin to write the script for their segment
4. Students need to understand how time their segments using online timer (as needed)

Model:
   o Explain Podcast Planning Worksheet
      1. Group creates a title for the podcast (what is it about?)
      2. Group decides what order segments will be in
      3. Students write individual segments
      4. Book checkout after segment is checked
      If time allows…
      5. Group writes introduction for podcast
      6. Group writes teaser for podcast

7. Group writes closing
8. Group times total podcast
   - Online timer (as needed)

Check for Understanding
   - Check to see that all groups have titled and ordered their podcasts
   - Check to see that all students have created their individual segment scripts
   - Book checkout

Closure:
   - Let student groups tell the rest of the class the name of their podcast

Lesson Resources:
PBworks. Podcasting. 23 May 2011. 9 January 2013
<http://classroomtech.pbworks.com/w/page/15984809/Podcasting>.

"What's a Podcast," Education World

http://www.how-to-podcast-tutorial.com/13-basic-podcasting-software.htm

World Book Digital Libraries: Early Peoples- AFRICANS OF THE GHANA, MALI, AND SONGHAI EMPIRES

Lesson: Creating Podcasts
http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=112

Description:
Who knows how many future reporters and newscasters you might inspire! In fact, don't be surprised if you have students in your class who are already podcasting and can help with the project. Creating podcasts allows students to experience the pleasure of sharing their work with an audience as they learn about communicating through electronic media. For example, after discussing what's been happening in their afterschool program, students might write a script for a news show that they will record and turn into a podcast, "Afterschool News."

Learning Goals:
1. Research and write about current events
2. Develop real-life, job-related skills
3. Improving literacy skills
4. Learn to work collaboratively in small groups
5. Use current technology software to create a podcast

Materials:
- Computer with Internet connection, projector, audio player, speakers, and large screen display or interactive whiteboard to display digital pictures (instructor)
- Software for recording your podcasts on at least one computer downloaded free from http://audacity.sourceforge.net/
- Microphone for audio recording
- An podcast network such as Education Podcast Network, which is devoted to podcasting in education.
- At least one computer with Internet access and word-processing software for every team of students
- Sample podcasts to show students

- Parent permission slips if podcasts will be published
- Adult or older student volunteers to help

Preparation:

If you have never tried podcasting before, don't be afraid to ask someone, maybe an older student, to help you. This type of project will excite and motivate your students. But the main point is not to be afraid to try some form of this activity, perhaps just audio at first. Your students will love you for it!

- Take the techtorial, "What's a Podcast," on [Education World](#) orhttp://www.how-to-podcast-tutorial.com/13-basic-podcasting-software.htm
- Find some podcasts to show to students as examples.
- Spend time practicing with computer audio player software, podcast recording software with microphone, and podcast hosting.

What to Do:

Introduce podcasts

- Determine students' familiarity with podcasts by first asking students what they like to listen to on the radio. Point out that several radio stations make their programs available for computer download by posting them on the Internet. As the discussion moves to podcasts, provide examples of programs that are shows shared only through podcasts and not the radio.
- Once students have had time to discuss podcasts, tell them they will be creating news podcasts for their afterschool program.
- Divide the class into small groups so that students can brainstorm ideas for their podcasts.
- Ask students to think of news covered on the radio and television, and in newspapers to get story ideas. Topics can include: news about their afterschool program or school, political news, sports events, interviews with students, afterschool staff, or community members, opinion pieces.
- Ask students to write notes of their ideas to use when they write their scripts. They can also record their ideas in concept maps (diagrams that they can use to organize their thoughts).

Writing scripts for podcasts

- Students will meet in their same groups to write scripts for their podcasts.
- Encourage students to think beyond the literal, such as:
  - How long each segment of the podcast should last
  - Order of presentation
  - Music excerpts to include between segments
- Have students email you their copies of their scripts so that you can review them before taping the audio.
- The time students have for this part of the activity should limit the length of the script but monitor student writing to ensure that what they have written by the end of the session will provide appropriate material for their podcast.

Record the podcast

- Students meet with their teams to practice reading the scripts out loud.
- Each team designates a reader for its section of the podcast.
- With the help of volunteers, students record their scripts.

Publish the podcast

- Upload podcasts to selected site.
- Invite students, parents, and community members to listen to podcasts.

Extension Activities:

- Use podcasts as an option for final presentations following a science, music, history, or language arts unit. For example, a podcast could be used to share an original play based on an historical event, much like the old radio plays with sound effects, etc.

Teaching Tip Podcasting Software

As podcasting grows in popularity, more user-friendly software is becoming available, literally on a daily basis. At this time, two of the most popular audio podcasting software include

Audacity (mentioned in the lesson) and Apple's Garage Band, for Mac computers. Many other types of software, such as presentation software like PowerPoint of Keynote, allow users to save work as a movie or an Internet broadcast. Because the technology is always changing, spend some time exploring and asking colleagues (and students) what they use. You will be surprised what software is available for podcasting!

Teaching Tip Remembering the Copyright Law
Music can make a podcast more interesting, as background music or an excerpt between news segments. If your students plan on using music or reading materials by other authors, be sure to review copyright laws with them.