**Expert Pack: Evolution of Television and Movies**

Lexile Range: 750-1040

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| --- |
| **Topic/Subject:**  How and why have movies and television evolved and changed over time? |
| **Texts/Resources**  Articles   1. “Television” 2. “Motion Picture” 3. “You’re a What? Foley Artist” 4. “The TV Guy”   Videos   1. “How 3D Glasses Work” (Youtube) 2. “The History of Television 01” (Youtube)   Other Media   1. “Make an Animation” (interactive website) |
| **Rationale and Suggested Sequence for Reading**  The opening video, “The History of Television 01,” introduces students to a timeline of the history of television that includes mention of TV’s inventors. It also familiarizes students with vocabulary they will learn throughout the rest of the Text Set. The second resource is “The TV Guy” from a government website that provides readers with more history on the invention of the TV, specifically regarding inventor Philo Farnsworth. The third resource, “Television,” from World Book Online Kids,builds on the information in the opening video and provides more foundational knowledge on this topic. Next, students will read “Motion Picture” from World Book Online Kids in order to further explain details about the process of making a movie, how motion pictures work, as well as looking at the history of this ever-evolving industry. Following the encyclopedia articles, students will watch the video, “How 3D Glasses Work,” which provides students with a deeper understanding of some science behind this visual invention. In the final reading passage titled, “You’re a What? Foley Artist,” students will learn about how sound effects are custom made for movies and the role of the foley artist in the process. The closing resource/activity in this Text Set is “Make an Animation,” which is an interactive website where students can create their own animation, which solidifies the learning about this topic and makes it fun! |
| **The Common Core Shifts for ELA/Literacy**   1. Regular practice with *complex* text and its academic language 2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational 3. Building *knowledge* through content-rich nonfiction |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**   1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. *Determine central ideas or themes of a text and analyze their development*; summarize the key supporting details and ideas.   *10. Read and comprehend complex literary and informational texts independently and proficiently* |
| Annotated BibliographyN/A “The History of Television 01” Author: OnWeb Television  Genre: Informational video includes graphics and narration on the timeline of history of television.  Length: 4:41 minutes  Synopsis: In this narrated video, students learn about the history of television through a timeline that includes the inventors and components involved in the mechanical workings of the television.  Citation: The History of Television 01 [Video file]. (2008, July 31). Retrieved January 22, 2015, from https://[www.youtube.com/watch?v=bW\_rnc6\_FaE](http://www.youtube.com/watch?v=bW_rnc6_FaE)  Recommended Student Activities: Wonderings 830L “The TV Guy” Author: Ilovehistory.utah.gov  Genre: Informational article Length: 627 words  Synopsis: This online article from the government provides readers with information on inventor Philo Farnsworth and his contributions to the invention of the television.  Citation: The TV Guy. (n.d.). Retrieved December 20, 2016, from <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>  Recommended Student Activities: Wonderings 890L “Television” Author: World Book Online Encyclopedia (Kids Version)  Genre: Informational article Length: 738 words  Synopsis: This article offers insight on the basics of what television is and how it is used.  Citation: Television. (2016). In *World Book Kids.* Retrieved from <http://www.worldbookonline.com/kids/home#article/ar831459>  Recommended Student Activities: Picture of Knowledge 750L “Motion Picture” Author: World Book Online Encyclopedia (Kids Version)  Genre: Informational article Length: 1,190 words  Synopsis: This article provides readers with background knowledge of how movies are made, how motion pictures work and the history of this ever-evolving industry.  Citation: Motion picture. (2016). In *World Book Kids.* Retrieved from <http://www.worldbookonline.com/kids/home#article/ar831586> Recommended Student Activities: Picture of Knowledge N/A “How 3D Glasses Work” Author: MITK12Videos  Genre: Informational video including graphics, narrative setting and focuses on development of 3D glasses to produce 3D images using polarization.  Length: 5:37 minutes  Synopsis: In this narrated video, students learn about how polarization can make a 2-dimensional image become a 3-dimensional image.  Citation: How 3D Glasses Work [Video file]. (2013, February 14). Retrieved March 26, 2015 from https://[www.youtube.com/watch?v=ovklTpo0gMA](http://www.youtube.com/watch?v=ovklTpo0gMA)  Recommended Student Activities: Wonderings  **1040L “You’re a What? Foley Artist”**  Author: Dennis Vilorio  Genre: Informational article Length: 2 pages  Synopsis: This article explains how foley artists work behind the scenes in filmmaking and television, using props to recreate all the sounds heard in a movie or TV show.  Citation: Vilorio, Dennis. “You’re a What? Foley Artist.” *Occupational Outlook Quarterly.* Spring 2011:34P35. Retrieved from <https://www.bls.gov/careeroutlook/2011/spring/yawhat.pdf>  Recommended Student Activities: A Picture of Knowledge N/A “Make an Animation” Author: Unknown  Genre: Website (interactive animation)  Length: N/A  Synopsis: This fun interactive site will allow your students to become animators!  Citation: Make an Animation (n.d.) Retrieved January 22, 2015, from <http://www.abcya.com/animate.htm>  Recommended Student Activities: Create an animation using interactive website |

## **Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

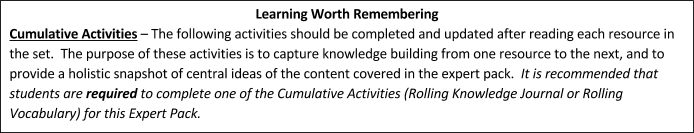
**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Expert Pack: Evolution of Television and Movies**



#### Rolling Knowledge Journal

* + Read each selection in the set, one at a time.
  + After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text about (topic).
  + Then write or list how this new resource added to what you learned from the last resource(s).

#### Sample Student Response

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| --- | --- | --- |
| **Title** | **Write or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “The History of Television 01” | This video gives a timeline of the beginning events in the development of the first TVs. |  |
| 2. “The TV Guy” | This article helps students understand how Philo Farnsworth was involved in inventing the TV. | After reading this article and watching the first video, they will have an understanding of how the first TV’s were invented and by whom. |
| 3. “Television” | This article provides a deeper understanding of how a TV operates. | Reading this article helps to understand the basics of how a TV works. |
| 4. “Motion Picture” | This encyclopedia article explains how movies are made. | Students will understand why there are so many people on the credits at the end of a movie since there are many jobs to do to make one. |
| 5. “How 3D Glasses Work” | How 3D glasses use polarized light to create the images that are seen in 3D movies. | Polarization can make a 2-dimensional images become a 3-dimensional image. |
| 6. “You’re a What? Foley Artist” | This article talks about the part of TV and movies that most people don’t even think about: The sounds other than dialogue. Foley artists are the ones who make these sounds for TV and movies. | Sound effects are made for everything other than dialogue. |
| 7. “Make an Animation” | How to create a short animation. | This interactive website allows students to become an animator. |

**2.** **Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

#### Sample Student Response

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| **Title** | **Six Vocabulary Words & Sentences** |
| “The History of Television 01” | Words: components, visual image recording system, radio transmission system, visual image playback system, RCA, World’s Fair   1. There are three different components that make up a television: The visual recording system, radio transmission system, and visual image playback system. 2. The visual image recording system records photographs for the TV and turns them into lines and dots. 3. The radio transmission system sends the lines and dots through radio waves. 4. The visual image playback system captures the lines and dots and projects them on a screen. 5. RCA was the first company to make TVs for sale to the public. 6. The World’s Fair was where TVs were first introduced to the public and the President of the United States was broadcast. |
| “The TV Guy” | Words: electrified, forerunners, lobbied, transfer, transformed, recognition   1. In the past, many areas of the country were not set up with electricity, so they were not electrified. 2. Farnworth’s designs were the forerunners of many things in our daily life, including the radar, electron microscopes and incubators. 3. After Farnsworth died, people lobbied to get him recognition for his accomplishments. 4. To transfer images from A to B, they must be able to be moved from place to place. 5. Television transformed how information was shared across the globe. 6. The inventor of the television should get the recognition he deserves. |
| “Television” from World Book Online Kids | Words: National Broadcasting Company (NBC), commercial stations, public stations, Digital Video Recorder (DVR), Direct Broadcast Satellite systems (DBS), closed-circuit TV   1. The National Broadcasting Company (NBC) made the first TV broadcast in the United States. 2. Commercial stations make money for their business by selling time on TV to companies. They show commercials or ads on their TV station to make money. 3. Public stations on television run by donations given to them. 4. Many people use a Digital Video Recorder (DVR) in order to watch programs on TV at a later time. 5. When people pay for Direct Broadcast satellite systems, they have “cable” for the TV in their home. 6. If your school uses closed-circuit TV for its school security system it is only broadcast to a few TV’s, not the entire country. |
| “Motion Picture” World Book Online | Words: Motion picture, screen writer, producer, director, actor, sound track   1. Motion pictures are also called movies. 2. A screen writer turns an idea into a screen play, or story for the movie. 3. The producer takes care of the budget for a movie. 4. A movie director figures out the best way to make the movie. 5. Actors try out for movies in order to get chosen to star in them. 6. A sound track is the music for a movie. |
| “How 3D Glasses Work” (Youtube.com) | Words: polarization, polarizer, circular polarization, linear polarization, 2D image, 3D glasses   1. In polarization of light waves the lights are limited to certain directions of vibration. 2. A polarizer is material that absorbs light in one polarization and lets light through in the other. 3. In circular polarization, light travels towards you in a circular pattern. 4. In linear polarization, a person’s right eye sees the horizontal light wave and the left eye sees the vertical light wave. 5. Flat images with the two characteristics of length (or height) and width are called 2D images. 6. 3D glasses show a different viewpoint of the same image to each eye, so that the brain forms one three-dimensional image. |
| “You’re a What? Foley Artist” | Words: imperceptible, sound reproduction, post production, cue sheet, props, sporadic   1. All sounds that aren’t dialogue are imperceptible by the set microphones. 2. Foley artists create sound reproduction for all sounds in movies that aren’t dialogue. 3. It is not until post production that the Foley artists actually record all of their sounds. 4. They use a cue sheet to help them determine which sounds to make. 5. All sorts of props are used to make the sounds. 6. Foley artist work is often sporadic. |
| “Make an Animation” | Words: Animate, frames, tutorial, tools, background, intuitive interface   1. You will be able to animate the character to give it life to or make it look alive. 2. The character for the animation will be drawn with the frames provided on the site. 3. A tutorial will show you how to create your animation. 4. There are many tools to use to create your animation. 5. The background for your picture will be drawn within the frame. 6. An intuitive interface is computer software that communicates information between the hardware and the software program that works the way the user does. |
| **Sensational Six** | Words: visual image recording system, radio transmission system, 3D, motion pictures, producer, director  Movies or **motion pictures** and TV both begin as images that are captured with a **visual image recording system**. The images are converted to lines and dots that travel through the air with the help of a **radio transmission system**. A projectoris then used to project the images. There is all different technology that has evolved over time such as high definition TVs **(HDTVs**). There is even older technology that has been upgraded with the latest technology such as the **3D** experience. **Producers** and **directors** who make movies help bring these technologies from the technical to the magic that appears on the screen before us. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

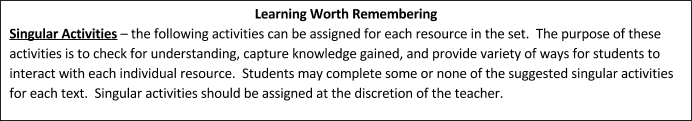
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| --- | --- | --- |
| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
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* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

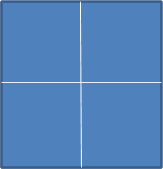
**Sample Response**

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| --- | --- |
| **Title:** | **Six Vocabulary Words & Sentences** |
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| **Sensational Six** | Words: |

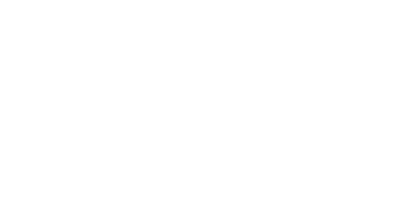


**1. A Picture of Knowledge** (Recommended for “Television”; “Motion Pictures,” and “You’re a What? Foley Artist”)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.



**?**



1. Square
2. Triangle
3. Circle
4. Question Mark

* Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

**2. Wonderings** (Recommended for “The History of Television 01”; “How 3D Glasses Work,” and “The TV Guy”)

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| I’m a little confused about: | This made me wonder: |
| On the left, track things you don’t understand from the video and the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

**3. Make an Animation Activity** (Recommended for “Make an Animation”)

Students can create their own animations on the interactive website.

**Expert Pack: Evolution of Television and Movies**

Expert Pack Glossary

#### “The History of Television 01”

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| components | The different parts of something that has multiple parts.  *TVs have many different advanced components that work together to make TVs work the way they do today.* |
| Visual Image Recording System | The components that work together to capture images.  *Visual image recording systems change as technology becomes more advanced.* |
| Radio Transmission System | The components that work together to send the images through radio signals in the form of lines and dots.  *Radio transmission systems send images through the air on radio waves.* |
| Visual Image Playback System | The components that work together to capture the radio signals, transfer them back into images and project them for viewing.  *Visual image playback systems have also changed over time due to advances in technology and it affects how TVs look.* |
| RCA | An abbreviation for Radio Corporation of America.  *Because TV images travel over radio waves, RCA is involved in TV as well as radio broadcasting.* |

#### “The TV Guy”

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| *Word* | *Student-Friendly Definition* |
| electrified | To provide access to electricity.  *Our cabin in the middle of the woods was not electrified since it wasn’t hooked up to the power line.* |
| forerunners | A person or thing that came before another.  *The record player was a forerunner of the CD player.* |
| incubators | An example of an incubator is a warm container that protects babies that are born too early.  *The doctor could control the environment inside the incubator so it was perfect for the baby to grow bigger.* |
| lobbied | To try to get decision makers to make the decision you want.  *We lobbied government officials so hopefully they would recognize the contributions of Philo Farnsworth.* |
| recognition | To officially notice something.  *It was important that the inventor got the recognition he deserved after being ignored for years.* |
| transferred | To move from one place to another.  *We transferred from the train to the bus in order to get to our school.* |
| transform | To change from one thing to another.  *The tadpole transformed into a frog.* |

**“Television”**

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| *Word* | *Student-Friendly Definition* |
| Direct Broadcast Satellite (DBS) | If you have Direct Broadcast Satellite, you have “cable.”  *Homes need DBS in order to receive more channels.* |
| Digital Video Recorder (DVR) | A DVR can record a show for you on TV and you can watch it later.  *My dad often uses the DVR to record his football games when he isn’t home.* |
| Closed Circuit TV | Closed Circuit TV isn’t broadcast nationally; it’s used to watch buildings or people.  *Closed Circuit TVs are used in banks to watch many people at the same time.* |
| Commercial TV Station | If you are watching a commercial TV station, they trade air time for money on their station.  *You could buy air time from one a commercial TV station during the Super Bowl if you had millions of dollars.* |
| Public TV Station | Public TV stations depend on the public or the government to give them money in order to run their TV station.  *PBS is an example of a public TV station.* |

**“Motion Picture”**

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| --- | --- |
| *Word* | *Student-Friendly Definition* |
| motion picture | A motion picture is another name for a movie.  *There are many motion pictures in theaters every week.* |
| screen writer | The screen writer for a movie turns an idea into a screenplay, or a story for a movie.  *Screen writers are an essential part of making a movie or TV show.* |
| producer | On a movie set, the producer handles the business side of the movie, like how much time and money are spent on it.  *Producers make sure the process of making a movie and TV shows stay on track.* |
| director | The director of a movie figures out the best way to make the movie.  *Directors have a clear vision for how they want things to like look.* |
| actors | Actors are often called the “stars” of the show.  *It takes many actors to put together a movie.* |
| sound track | The sound track is the music you hear when watching a movie.  *The sound track can make a movie even better, it can also win awards.* |

**“How 3D Glasses Work”**

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| *Word* | *Student-Friendly Definition* |
| polarization | Polarization is a characteristic of light waves that can rotate with more than one direction of vibration.  *When you look at something straight ahead with polarized sunglasses the sunlight coming in is limited.* |
| polarizer | A polarizer is material that absorbs light in one polarization and lets light through in the other.  *The type of lens used on the end of a camera is a polarizer used to direct the light.* |
| circular polarization | Light traveling in a circularly electromagnetic wave either in a clockwise or counterclockwise direction.  *A space satellite’s use circular polarization to communicate.* |
| linear polarization | In linear polarization a person’s right eye sees the horizontal light wave and the left eye sees the vertical light wave; it reduces glare.  *Camera filters and sunglasses benefit from the use of a linear polarizer.* |
| 2D Image | A 2D image is a flat image with the two characteristics of length (or height) and width.  *For example, a movie or television show would be a 2D image.* |

**“You’re a What? Foley Artist”**

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| *Word* | *Student-Friendly Definition* |
| imperceptible | Not able to be seen, heard, felt, or smelled.  *She whispered so imperceptibly that we couldn’t hear her.* |
| sound reproduction | Recreating the sounds in a movie other than the dialogue.  *Today, we will do sound reproduction for the footsteps of the monster in the snow.* |
| post production | After a movie is filmed.  *There was a party held for all the film crew post production.* |
| cue sheet | A detailed outline of a television or radio program giving cues and timing for each item.  *The cue sheet said that the dog will come into the scene right after the explosion.* |
| props | A portable object other than furniture or costumes used on the set of a play or movie.  *It would be a fun job to search for movie props in antique stores and flea markets.* |