

Interactive Book analysis with the use of FAKEBOOK

The book chosen for this project:

SPEAK by Laurie Halse Anderson

*I sat with her because nobody sits with her at lunch
And I'm popular, so there
SPEAK changed by life
Cracked my shell
Made me think
About parties
Gave me
Wings this book
Opened my mouth
I whispered, cried
Rolled up my sleeves i
Hate talking but
I am trying
You made me remember who I am
PS: Our class is gonna analyze this thing to death!*

INTRODUCTION TO THE BOOK AND SOME OF ITS CHARACTERS

- possible identification with characters
- other characters we could find in a school setting (brainstorming)
- Story telling segment – how does a story come together?
- <http://youtu.be/-QZ79GZMZZ4>

DISCUSSION ABOUT FACEBOOK AND ITS USED AND FUNCTION

- Watch CBC documentary Doc-Zone **Facebook Follies**
- <http://www.cbc.ca/doczone/episode/facebook-follies.html>
- Discussion on Facebook etiquette- rules, etc

INTRODUCTION TO FAKEBOOK

- <http://www.classtools.net/fb/home/page> or <http://www.classtools.net/fb/96/WHJXFN8>
- Fakebook is a closed class community

- Choose the character would you like to create on FAKEBOOK?
- creating FAKEBOOK pages – setting profiles
- finding a profile picture to go with the character
- connect to FAKEBOOK community (in classroom)

READING CHAPTER ONE

- Guided questions and discussion
- Transfer discussion and feedback to FAKEBOOK accounts
- Teacher will post questions to be answered on FAKEBOOK by all characters

NOTES ABOUT THIS LEARNING AND EVALUATION SITUATION

This unit should take about 16 - 20 classes to complete.

It involves:

- **a guiding question:** *Social Media – what is the proper use and etiquette?*
- **a problem to be solved:** *How can we help/advice our (fictional) peers with life issues?*
- **a challenge to be met:** *Daily interaction of all students on FAKEBOOK.*

Required Materials

- Student unit outline for each student.
- Copies of the selected evaluation tools
- Computer lab
- FAKEBOOK account

Useful Resources

Books

- Class set of book attached to this unit

Web sites

- <http://youtu.be/-QZ79GZMZZ4>
- <http://www.cbc.ca/doczone/episode/facebook-follies.html>
- <http://www.classtools.net/fb/home/page>
- <http://www.classtools.net/fb/96/WHJXFN8>

FAKEBOOK profile:



FAKEBOOK profile created for questions and social interaction.

Schedule (tentative)

Tasks	Day implemented
Specific Tasks: Introduce topic, show video Facebook Follies	Day 1
Social Media/Facebook etiquette	Day 2
Creation of a story – video about..	Day 3
Introduction to book & characters	Day 4
Setting up Fakebook profiles	Day 5
Chapter 1 & Fakebook responses	Day 6
Chapter 2, questions & Fakebook responses	Day 7
Chapter 3, questions & Fakebook responses	Day 8
Chapter 4, questions & Fakebook responses	Days 9-10
Chapter 5, questions & Fakebook responses	Day 11
Chapter 6, questions & Fakebook responses	Days 12-14
Chapter 7, questions & Fakebook responses	Day 15
Chapter 8, questions & Fakebook responses	Day 16
Peer Evaluation	Day 17
Self Evaluation	Day 18

*Note: Fakebook responses and answers to the guided questions can be taken care of in class time or done from home.

Link to QEP

“The approach to language, dialogue, text, and genre in the new ELA program for Cycle One is related to their *social purposes and functions*, so that students are aware not only of the structures and features of genre in different texts but of the inherently social messages and meanings they carry. Being able to read beneath the surface of the discursive and generic features of the different spoken, written, and media texts we encounter in our daily lives in an essential skill.” (QEP Languages p. 3).

Template 1: Unit Culminating Assessment Task Plan

Unit: Interactive Book analysis with the use of FAKEBOOK

Assessment Task Title: Social Media: what is the proper use and etiquette?

Description of Task: Students will explore peer interaction through guided questions and discussion, in Social Media, through the fictional characters of the book SPEAK by Laurie Halse Anderson.

Big Ideas:

- a guiding question: *Social Media – what is the proper use and etiquette?*
- a problem to be solved: *How can we help/advice our (fictional) peers with life issues?*
- a challenge to be met: *Daily interaction of all students on Fakebook.*

Essential Skills: Proper use and etiquette of Social Media

Curriculum Outcomes/Content Standards:

ENGLISH LANGUAGE ARTS

- Competency 2: Represents her/his literacy in different media
- Competency 3: Reads and listens to written, spoken and media texts
- Competency 4: Writes a variety of genres for personal and social purposes

BROAD AREA OF LEARNING

- Media Literacy
- Health and Well Being: Self-awareness

CROSS-CURRICULAR COMPETENCY

- Use information
- Solve problems
- Exercise critical judgment
- Use creativity
- Adopt effective work methods

Student Products and Processes

<p><u>Assessment Strategy 1 :</u></p> <ul style="list-style-type: none"> • Represents her/his literacy in different media <p><u>Assessment Tool 1:</u></p> <ul style="list-style-type: none"> • Responses posted on Fakebook <p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> • Regular postings on Fakebook 	<p><u>Assessment Strategy 2:</u></p> <ul style="list-style-type: none"> • Reads and listens to written, spoken and media <p><u>Assessment Tool 2:</u></p> <ul style="list-style-type: none"> • Reading/Listening of Book & Questions on Fakebook <p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> • Comprehension of issues presented 	<p><u>Assessment Strategy 3:</u></p> <ul style="list-style-type: none"> • Writes a variety of genres for personal and social purposes <p><u>Assessment Tool 3:</u></p> <ul style="list-style-type: none"> • Responses to questions & peer issues <p><u>Assessment Criteria:</u></p> <ul style="list-style-type: none"> • Responses to both question & peer issues
<p>Resources/Technology Integration: Computer lab</p> <p>Accommodations: Not penalized for penmanship or use of slang</p> <p>Cross-Curricular Integration: Use information, Solve problems, Exercise critical judgment , Use creativity and Adopt effective work methods</p>		

Template 2: Unit Instructional Plan/Lesson Sequence

Unit: Interactive Book analysis with the use of
FAKEBOOK

Focus for Learning: Proper use and etiquette of Social
Media

Introduction: Through the book SPEAK by Laurie Halse Anderson we will interact with our classmates as the characters the story, helping each other problem solve, deal with social issues and answer the questions to issues that the book community deals with on a day to day basis. What do we need to know about Social Media? Watch Doc Zone: “Facebook Follies.”

Lesson 2: Class time: Social Media/Facebook etiquette: what do we know and what issue do we know of.

Lesson 3: Creation of a story – video about the origin of story telling

Lesson 4: Introduction to book & characters. What characters to we encounter in our High School?

Lesson 5: Setting up FAKEBOOK profiles

Lesson 6 to 16: Reading & discussing the book SPEAK. Time to answer questions and1 interact on FAKEBOOK

Lesson 17: Class discussion on the journey.
Peer Evaluation – written and/or verbal

Lesson 18: Self-evaluation and one on one discussion with Teacher

Competencies to be evaluated in the Interactive Reading Unit

English Language Arts Competencies

- Competency 2: Represents her/his literacy in different media (assessed)
- Competency 3: Reads and listens to written, spoken and media texts (assessed)
- Competency 4: Writes a variety of genres for personal and social purposes (assessed)

Broad Area of Learning

- **Media Literacy**
The context of the unit is creating an interactive dialogue within the book community.
The unit teaches media awareness in the following ways:
 - Students will develop an awareness of place and influence of the media
 - They will gain an understanding of media representation of reality
 - They will use media related materials and communication codes
 - They will gain knowledge of and respect for individual and collective rights
- **Health and Well Being: Self-awareness**
 - By studying what teens are, children develop awareness of his/her basic needs
 - They gain self-affirmation since they will learn that other teens like what they like
 - They fulfill a need for recognition of both themselves and their peers

Cross-Curricular Competency

- **Use information**
 - Students will research and select information to include in journal entries.
 - They gather information and select what is useful
 - They recognize various sources and understand the uses of each
 - They will put information to use to answer questions while respecting copyright
- **Solve problems**
 - Students will deal with situations through negotiation and problem solving
 - They will analyze their problems and formulate possible solutions
- **Exercise critical judgment**
 - They develop personal opinions on a variety of issues that they will write/research
 - They will form an opinion on media
 - They must express their judgments
 - They must qualify her/his judgment with others in group work (Conflict)
- **Use creativity**
 - Students will imagine ways to proceed. (plan first)
 - They will become familiar with the situation (make them research before)
 - They will imagine ways to proceed. (plan first)
 - They will select the most effective way to present his/her text visually.
- **Adopt effective work methods**
 - They must consider all aspects
 - They must plans and complete tasks at various stages of unit
 - They must employ necessary resource

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Melinda [Edit Profile](#)

Birthdate June 12, 1997 favourite sport Gymnastics

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Melinda

I feel so stupid, i thought it was the right thing to do: TELL someone, but now i have to pay the price. Why doesn't erika believe me i did it for her???

Aug 16, 2013 | comment

Ms Taylor

How do you think Jane could help you get back in the game?

Aug. 16, 2013 | comment

Melinda

I don't get it. Why are all of you avoiding me?

Aug. 15, 2013 | comment

Melinda

Why didn't I just keep my mouth shut?

Aug. 1, 2013 | comment

Melinda

I don't regret what I have done!!!!

July 16, 2013 | comment

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Eveline Taylor, New Frontiers School Board, 2015